Resources in Education (RIE). Volume 20, Number 12.
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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 259 089 CE 041 129

Schlenker, Richard M.
Private Pilot Ground School Course. Instructor's Guide.
PUB DATE- 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Aircraft Pilots; Air Transportation; Aviation Mechanics; *Aviation Technology; Behavioral Objectives; Classroom Techniques; Equipment Utilization; *Flight Training; Guidelines; Learning Activities; Lesson Plans; *Navigation; Postsecondary Education; Teaching Methods; *Technical Education

This manual consists of 10 lesson plans for use by instructors teaching a private pilot ground school course. Addressed in the individual lesson plans are the following topics: aerodynamics and principles of flight, flight instruments and systems, operational publications, regulations, airplane operations, engine operations, radio communications, aviation weather, navigation, and cross country planning. Each lesson plan contains some or all of the following: unit title, presentation time, major presentation methods used in the lesson, a terminal performance objective, enabling objectives, student evaluation criteria, references, materials needed, required safety precautions, suggested homework assignments, preparation and revision dates, and a series of instructor notes that are cross-referenced to a lesson outline. (MN)

ED 259 102 CE 041 468

Rivera, William M., Comp.; Walker, Sharon M., Comp.
Lifelong Learning Research Conference Proceedings (7th, College Park, Maryland, February 21-22, 1985).
Maryland Univ., College Park. Dept. of Agriculture and Extension Education.
PUB DATE- Feb 85
NOTE- 234p.
AVAILABLE FROM- Department of Agriculture and Extension Education, 0200 Symons Hall, University of Maryland, College Park, MD 20742 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Students; Aging (Individuals); Cognitive Style; Community Development; *Comparative Education; Computer Assisted Instruction; Computer Oriented Programs; Continuing Education; Correctional Education; Cross Cultural Training; Curriculum Evaluation; *Developing Nations; Economic Development; Educational History; Educational Philosophy; Educational Policy; *Extension Education; High School Equivalency Programs; Labor Force Development; Learning Theories; *Lifelong Learning; *Literacy Education; Nonformal Education; Postsecondary Education; Professional Continuing Education
IDENTIFIERS- Asia; Canada; Dominican Republic; Egypt; Europe; Greece; Indonesia; Nepal; Philippines; Sri Lanka; Taiwan

The 48 papers in this proceedings focus on aspects of non-formal adult education including international comparative adult education. The papers are: "Lifelong Learning in Perspective" (Knox); "Women in their Thirties: The In-Between Generation" (Caffarella, Freeman); "Development in Women: An Analysis of the Appropriateness of an Age-Related Life Phase Typology" (Knott); "Researching the Relationship between Life Satisfaction of Older Adults and Their Participation in Volunteer Activities" (Deaton, Blieszner); "The Role of Religious Institutions in the Lifelong Learning Process in Roxbury, Massachusetts from 1900-1980" (Dickens); "Political Adult Education: A Study of Community Legal Education in One Major City" (Marx-Singer); "Perceptions of Their Adolescence Held by Adult Incarcerated Males: Implications for Adult Education" (Dowling); "The Measurement of Organizational Climate in the Washington State University Cooperative Extension" (Fortner et al.); "Commitment and Systematic Approach Yield Progress in Civil Rights Compliance" (Gerken et al.); "Testing an Alternate Approach to Extension for Limited Resource Farm Families with Emphasis on Developing Countries" (Mercado, Carter); "Benefits of Noncredit Adult Education in Extension Pride and Non-Pride Groups" (Oaklief); "Factors for Agricultural Extension Success: Organizational, Interactive, and Contextual" (Rivera); "Class Attitudes, Adult Industrial Education, and the 'New South' in Richmond, Virginia, 1884 to 1904" (Craver); "Nikolai Grundtvig: Eduard Lindeman's Denmark Connection" (Stewart); "Emerging Paradigms and Forms of Adult Education: A Classification Scheme" (Stubblefield); "Refugee Adult Education: A Case Study of an Appropriate Educational Approach in a Technical Society" (Mattocks); "The HRD Professional: A Macromotion Study" (Shipp); "Colleague Coaching to Support Lifelong Learning on the Job: Critical Issues and Implications for Expanded Practice" (Yakowicz); "The Implementation-Replication Extension System: A New, Low-Cost Fuelwood Energy Extension Strategy for Developing Countries" (Belson); "The Cooperative Movement and Greece's Development" (Boucouvalas); "The Role of Adult Education in Development" (Cookson); "The Involvement of Continental European Universities in Continuing Education" (Kulich); "Training for Taking Over: Three Asian Models for Educational Fieldworkers" (Marsick); "Professional Training through Collaborative Research: An Egyptian Case Study" (Rowntree); "The Distance Learning Program at Ikipujung Pandang, Indonesia: Problems and Recommendations for Its Improvement" (Sahide et al.); "Agricultural Extension for the Progressive or Marginal Farmer? The T and V System in Some Sri Lankan Villages (Schneider-Silwa); "A Model of Culture for Cross-Cultural Adult Education: Examples from Agricultural Research Management Training" (Werge); "An Analysis of Adult Learning Styles Using the Myer-Briggs Type Indicator" (Campbell); "Critical Review of Adult Learning Principles from a Self-Directed Learner's Point of View" (Danis, Tremblay); "Effects of Learning Styles and Learning Environment by Levels of Learning" (Korhonen, McCall); "The Relationship between Locus of Control and Value Orientation in Adult Learners" (Londoner et al.); "An Investigation of the Occupational Reading Demands of the Plumbing Trade" (Chang); "Assessing the Impact of Adult Literacy Education" (Copeland et al.); "Interpersonal and Institutional Support: The Impact of Significant Others" (Lewis); "Two Years After the GED Tests: Employment, Education, and Training Activities of GED Examinees" (Reed, Malizio); "Marginal Adult Educators: The Part-Time Instructors of Adults" (Draper); "Notes and Comments on the Panel 'Lifelong Learning--A Problem of Definition, Policy, and Value'" (Martell); "Government and Adult Education in Canada" (Thomas); "An Analysis of the Policies and Issues Which Resulted in the Formation of the Maryland Fire-Rescue Education and Training Commission Using the Systems Theory Model of Policy Formation" (Walz); "Clerical Women as Returning Students" (Bomboy); "Graduate Adult Education as a Socio-Cultural Product: A Cross-Cultural Analysis of Professional Preparation in the U.S. and U.K." (Brookfield); "Deterrents to Public Participation in Adult Education" (Darkenwald, Valentine); "Market Research: What Continuing Educators Can Learn From Current Students" (Hanniford); "Competence and Careers: A Study Relating Competencies Acquired in College to Career Options for the Liberal Arts Graduate" (Schall et al.); "How Mandatory Is Mandatory Continuing Education?" (Jahns et al.); "An Application of Social Network Analysis to the Planning of Continuing Professional Education Programs" (West); "Using Microcomputers to Facilitate Qualitative Data Management" (Fingeret); and "Development of a Model for Designing and Evaluating Microcomputer Courses" (Hockaday et al.). (YLB)

The Complete Resource Guide for Summer Youth Programs. Program Ideas for Summer Youth Jobs Project Managers.

National Alliance of Business, Inc., Washington, D.C.

PUB DATE- Jan 85
NOTE- 31p.
AVAILABLE FROM- National Alliance of Business; 1015 15th Street, NW, Washington, DC 20005 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Programs; Cooperative Planning; Cooperative Programs; Educational Cooperation; *Employment Programs; Guidelines; Job Training; Linking Agents; Models; *Out of School Youth; Program Descriptions; Program Development; Program Guides; Program Implementation; *School Business Relationship; School Community Relationship; Secondary Education; Staff Utilization; *Summer Programs; Unemployment; Urban Areas; Volunteers; *Youth Employment; *Youth Programs

This guide consists of suggestions, ideas, and tips intended to stimulate development of cooperative summer youth employment programs in local communities. Addressed in the individual sections of the guide are the following topics: tips on where to start, suggestions on how to get started, hints on securing resources, program resources, use of loaned staff and volunteers, 10 ingredients for a successful summer youth jobs program, remediation and linkages with education, summer jobs with military bases, summer vocational exploration programs, summer on-the-job training, special state and citywide efforts, and the story of how eight corporations created hundreds of summer jobs for youth. An appendix to the booklet contains the addresses of 10 regional service offices of the National Alliance of Business. (MN)

ED 259 130 CE 041 754

Engineer Equipment Operator.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-13.31h
PUB DATE- 15 Oct 84
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Construction (Process); Construction Materials; Correspondence Study; Equipment Maintenance; *Equipment Utilization; Hazardous Materials; Independent Study; *Mechanical Equipment; Military Personnel; *Military Training; *Motor Vehicles; *Operating Engineering; Postsecondary Education; Power Technology; Tractors; *Trade and Industrial Education

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the skills needed by engineer equipment operators. Addressed in the seven individual units of the course are the following topics: introduction to Military Occupation Specialty (MOS) 1345 (engineer equipment operator); power flow (engines and power trains); fundamentals of earthmoving; tractors and tractor-drawn equipment; materials handling and sectionalized equipment (operation of sectionalized equipment, rough-terrain forklifts, scoop loaders, and sectionalization); rollers, distributors, air compressors, and rock crushers; and associated subjects (following decontamination procedures, fording, and working with wire rope). Following each unit is a section containing a study assignment, a lesson objective statement, and a written assignment consisting of a series of review questions for that unit. (MN)

ED 259 145 CE 041 820

Academic/Vocational Project. Final Progress Report.

Jefferson County Board of Education, Louisville, Ky.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Career Choice; Career Development; *Career Education; Competency Based Education; *Dropout Prevention; Dropout Programs; Educational Resources; High Schools; *Integrated Curriculum; Learning Resources Centers; Pilot Projects; *Program Effectiveness; Program Implementation; *Vocational Education
IDENTIFIERS- Jefferson County Public Schools KY

The Shawnee High School/Detrick Vocational Center and Fairdale High School/Fairdale Vocational Center Academic/Vocational Projects are pilot programs designed to integrate academic and vocational studies in two Kentucky schools. In this project, students take their basic subjects at their high school and explore the vocational programs at the vocational centers two periods each day. Since the Fall semester of 1983, ninth- through twelfth-grade students have been involved in the program. The project has brought together academic and vocational education, made academic instruction more practical and usable for students who choose vocational education, correlated academic instruction with applied vocational skills, and provided an opportunity for students to begin vocational training in the ninth grade. The competency-based curriculum is correlated with the existing skills continuum in regular academic courses incorporating the vocabulary and jargon of vocational education. The learning center provides remediation and enrichment. The students who have elected to participate in this program have demonstrated a lower dropout rate than the general school population, test scores equal to or better than the identified control group, and a higher than average rate of students selecting a job preparation level vocational education curriculum in the eleventh and twelfth grades. It is recommended that schools considering the implementation of this program should start by offering it at the tenth-grade level first, then at the ninth grade level as the program gains acceptance. (An extensive list of filmstrips, videotapes, records, movies, and books, for career and vocational education is included in the report.) (KC)

ED 259 159 CE 041 848

Building and Home Maintenance Services.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- 85

NOTE- 220p.

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Buildings; *Cleaning; Curriculum Guides; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Grounds Keepers; Housekeepers; Job Search Methods; *Job Skills; Learning Activities; *Maintenance; Occupational Information; Secondary Education; *Service Occupations; Service Workers; *Trade and Industrial Education

This task-based curriculum guide for building and home maintenance services is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by 13 duties: operating and maintaining equipment, caring for resiliant and nonresiliant floors, caring for carpeted floors, maintaining surfaces, performing laundry operations, performing building repairs, performing plumbing repairs, performing electrical repairs, maintaining grounds, operating temperature controls, performing management functions, maintaining facilities, and using employability skills. Other contents include student and class achievement records, tool/equipment lists, and a bibliography. (YLB)

ED 259 172 CE 041 890

Sloan, Kelly; Hilley, Robert
CNC Turning Technician. A Competency-Based Instructional System.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 371p.; Developed jointly with Baxter Technologies, Inc. Photographs will not reproduce clearly.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (in-state: $6.00; out-of-state: $35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Job Skills; Learning Activities; Learning Modules; *Machine Tool Operators; *Machine Tools; *Numerical Control; Secondary Education; State Curriculum Guides; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- Computer Assisted Manufacturing; Computerized Techniques; Lathes; Oklahoma

This competency-based curriculum guide for instructing students in using computer numerically controlled (CNC) turning machines is one of a series of instructional guides for the machinist field developed in Oklahoma. Although developed jointly with Baxter Technologies Corporation and oriented toward the Baxter Vo-Tec 2000 Future Builder CNC Lathe, the principles covered and learning experiences provided are readily transferable to other available machines. This curriculum guide contains six instructional units. Each unit is based on a standard format that includes eight basic components: performance objectives, instructional overviews for the instructor, information sheets, assignment sheets, job sheets, instructor supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be instructor supplements, assignment sheets, and job sheets included in the unit of instruction. All of the unit components focus on measurable and observable learning outcomes. Units of instruction are designed for use in more than one lesson or class period. Units cover the following operations: perform preventive maintenance, power up the machine and control, set up machine and test run program, evaluate first run, perform production run, and write a program. A glossary of codes and abbreviations is included in the package. (KC)

ED 259 185 CE 041 907

Kaplan, Robert E.
The Perils of Intensive Management Training and How to Avoid Them. Technical Report Number 19.
Center for Creative Leadership, Greensboro, N.C.
REPORT NO.- ISBN-0-912879-17-3
PUB DATE- Oct 81
NOTE- 38p.
AVAILABLE FROM- Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27403 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Classroom Techniques; Educational Benefits; *Educational Needs; Educational Practices; Evaluation Criteria; *Group Dynamics; Guidelines; Individual Power; Inservice Education; Interaction Process Analysis; Interpersonal Communication; Interpersonal Relationship; *Leadership Training; *Management Development; Postsecondary Education; Self Evaluation (Individuals); Student Evaluation; *Teacher Student Relationship; Trainers; Training Methods
IDENTIFIERS- *Intensive Courses

Although negative outcomes of intensive management training are the exception rather than the rule, it is important to recognize and take measures to prevent the possible negative effects of such training. Intensive management development training, particularly in encounter group settings, creates a powerful situation that enables managers to take a fresh look at themselves; however, it may also expose them to attack and rejection. The potential for harm lies mainly in the power relationship between trainer and participants. Problems may develop as a result of the trainers' (1) potential for abuse of power because of their superior position, (2) failure to be accepting, (3) abdication of authority, and (4) unrealistically high expectations. Individuals particularly likely to be hurt by intensive management development training are those who possess one or more of the following characteristics: fragility, unattractiveness, characteristics different from the leader and or other participants, opposition to the norms of the training program, and self-destructiveness. The risks of intensive training can be minimized by making attendance at intensive training sessions voluntary, screening potential participants with care, conducting thorough briefings and debriefings for participants, selecting and training trainers carefully, and developing guidelines for trainers to follow when dealing with high-risk participants. (MN)

ED 259 200 CE 041 928

Projects in Progress--FY 1984: A Report for the Coordinating Committee on Research in Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 81p.; For reports for fiscal years 1978-1983, see ED 174 781, ED 189 362, ED 208 244, ED 223 888, ED 228 468, and ED 247 411.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Career Education; *Education Work Relationship; *Federal Aid; *Federal Programs; Postsecondary Education; Program Descriptions; *Research Projects; Secondary Education; *Vocational Education

This seventh annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Department of Education's Office of Vocational and Adult Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, Office of Special Education and Rehabilitative Services, and National Commission for Employment Policy. These agencies form the Coordinating Committee on Research in Vocational Education. Also included in this publication are projects administered by the National Center for Education Statistics and U.S. Department of Labor. The publication is organized in three sections. Section 1 includes descriptions of the Federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 is composed of six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. congressional district), and contract or grant number. Project resumes are grouped by administering agency. Included in the Office of Vocational and Adult Education's Programs of National Significance are Projects of National Significance, the National Center for Research in Vocational Education, and Curriculum Coordination Centers. Each resume includes bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided. (Author/KC)

ED 259 213 CE 041 955

Naylor, Michele
Organized Labor Education and Training Programs. Overview. ERIC Digest No. 43.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Apprenticeships; Community Colleges; Cooperative Planning; Cooperative Programs; *Delivery Systems; Educational Cooperation; Educational Needs; Educational Practices; Higher Education; *Labor Education; Needs Assessment; Off the Job Training; Participation; Postsecondary Education; School Community Relationship; *Student Financial Aid; Trend Analysis; *Unions

Besides assisting their members in collective bargaining efforts, U.S. labor unions perform a variety of functions including contract administration and arbitration, political action, legislative activity, union administration, research, education, and community involvement. Therefore, unions have an interest in providing the following types of training activities: apprenticeship training programs to prepare skilled workers for the workplace, labor education and labor studies to enable union officers and members to perform their administrative and professional functions, vocational education to help workers develop new skills or upgrade existing ones, and self-improvement education to enhance members' abilities in such areas as citizenship and cultural awareness. As of 1984, 70 percent of the labor education offered in the United States was provided by universities and 25 percent was provided by labor unions. To enable more workers to participate in labor education programs, the following strategies are suggested: increased dissemination of information concerning educational opportunities and available financial aid, provision of career and personal counseling to workers contemplating participation in labor education programs, development of more flexible work schedules, provision of incentives for participation in labor education, special focus on the needs of women and minorities, and increased availability of tuition prepayment plans. (MN)

ED 259 227 CE 042 010

Powell, Russell; Coldeway, Dan O.

Examining the Effects of a Behavioural Self-Control Package on the Behaviour of the Distance Learner. REDEAL Research Report #8. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).

SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.

PUB DATE- Oct 80

NOTE- 13p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-011.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Adult Students; Behavior Change; *Distance Education; Foreign Countries; Higher Education; *Self Control; Standards; *Study; Study Habits; *Study Skills

IDENTIFIERS- Alberta

An unsuccessful attempt was made to facilitate study behavior of Athabasca University learners through instruction in behavioral methods of self-control. The general procedure consisted of providing each student with a package containing instructions and materials for the self-application of the strategies of self-monitoring and standard setting. Each package contained an introductory letter, a set of instructions, eight weekly self-monitoring forms, and a master form. The package was mailed out to 23 randomly selected students enrolled in Psychology 228. The package was later presented as part of a survival skills workshop attended by 19 Psychology 206 students. Only three students responded. Results indicated that a major problem facing implementation of self-control strategies in the distance education setting is motivating students to use them. Two alternatives were suggested: offering such strategies only to students requesting help, and providing some sort of consequence to compel students to use the package. (YLB)

ED 259 241 CG 018 342

Student Services: The State of Our Work. The Third Compendium of Papers by Student Services Officers of the University of North Carolina.

North Carolina Univ., Chapel Hill.

PUB DATE- Aug 84

NOTE- 121p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)

DESCRIPTORS- Academic Achievement; Career Planning; College Environment; *Computer Oriented Programs; Dormitories; Drinking; *Educational Diagnosis; Foreign Students; Higher Education; Learning Strategies; Placement; Student Financial Aid; *Student Needs; *Student Personnel Services; *Student Personnel Workers; *Withdrawal (Education)

IDENTIFIERS- University of North Carolina

The 13 articles in this collection describe successful practices that might serve as informative guides for student services operations in the university and at similar institutions. The introduction, by Cleon F. Thompson, Jr. and John F. Corey, reviews student services in the multi-campus University of North Carolina as background for the papers. Papers include "1984: The State of Our Work - What Are We Really All About in Student Affairs?" (Boulton and McIntire); "Computerization of Student Affairs? - Proceed, But with Caution" (Feid); "Retention Strategies in Student Housing" (Fridley, Joyner, Lackey); "Learning Strategies: A Practical Approach to Retention" (Mills); "Aiming for Academic Success: UNCC's Model for Diagnosing and Correcting Student Learning Skill Needs" (Davis); "Learning Assistance Services Via a Taped Treatment Program" (Reilly); "Special Academic Programs in Residence Halls" (Haywood, Marion, McIntire, Whitlock); "Emerging Leaders: A Developmental Program for Freshmen" (Furr, Joseph); "Environmental Strategies to Reduce Student Drinking Problems" (Bryan); "The Financial Aid Work Coordinator's Role in Training Supervisors for the Development of Students as Workers" (Kool); "International Student and Scholar Services: The Required Institutional Commitment" (Bulthuis); "A Cooperative Agreement Between a Career Planning and Placement Center and Job Service of North Carolina: A Viable Arrangement to Serve Students Better" (Bryan, Atkins, Harkin, Johnson); and "Philosophical Foundation for Development of Tomorrow's Student Affairs Professional" (Ghee). (NRB)

Slife, Brent D.
Depression and Metacognitive Skill in Problem Solving.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; College Students; *Depression (Psychology); Higher Education; *Metacognition; *Self Evaluation (Individuals)
IDENTIFIERS- *Self Monitoring

The ability to stand back from oneself and reflect on one's behavior and thought processes has long been considered crucial to the therapy process. Many therapies explicitly require patients to monitor their behaviors and thoughts. This self-monitoring requires considerable metacognitive skill on the part of the patient. Some therapies for the treatment of depression rely on the patient's metacognitive skills, although there is no clear evidence that depressives possess such skills. Two studies were conducted which investigated the relationship among depression, two types of metacognitive skill, and cognitive skill. The first study experimentally manipulated depression in 40 college students with a Velten procedure to examine depression effects on three skills: the ability to estimate the solutions to math problems (cognitive skill); the ability to accurately predict one's ability to estimate the solutions (metacognitive knowledge about cognition); and the ability to accurately rate one's performance after estimating the solutions (metacognitive monitoring of cognitive performance). The second study measured these skills in 48 college students with severe, mild, or no depression. The results for both studies indicated that depressed subjects were less skillful than nondepressed subjects in both types of metacognitive abilities. These differences were found to be unrelated to response bias and not significantly correlated to cognitive skill. (Author/NRB)

Drugs in the Chicago School System. Hearing before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining the Impact Illegal Drugs Have on Education in the Chicago School System (October 24, 1984, Chicago, IL).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-98-1270
PUB DATE- 85
NOTE- 79p.; Portions of the document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; *Community Programs; *Drug Abuse; Drug Education; Elementary Secondary Education; Hearings; *Illegal Drug Use; *Prevention; *State Programs
IDENTIFIERS- *Chicago Public Schools IL; Congress 98th

This document contains witness testimony and prepared statements from the Congressional hearing called to examine illegal drugs in the Chicago school system. Witnesses include Senator Charles Percy, the lieutenant governor of Illinois, and a panel of students from Deerfield and Chicago who give eyewitness accounts of the scope of the drug problem in the schools in Illinois. Testimony is also included from a panel of witnesses which includes a member of the executive board of the National Federation of Parents for Drug-Free Youth; the president of the Deerfield Citizens for Drug Awareness; the coordinator of the High School Substance Abuse Program in Deerfield; the director of prevention, education and training for the Human Resources Development Institute; the director of the Illinois Prevention Resource Center; the executive secretary of the Illinois Alcoholism and Drug Dependence Association; and a member of the Carlinville Marijuana Education Committee. The problem of drug use in the Chicago area schools is discussed; treatment, education, and prevention efforts are described; and recommendations for improvements are suggested. Additional statements and materials supplied for the record are included. (NRB)

ED 259 283 CG 018 384

Drew, Benjamin; Waters, Judith

Perceptions of Job Competence in Older Workers.

PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984). For related research, see CG 018 383.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Aging (Individuals); *Competence; High Schools; High School Seniors; Hispanic Americans; Low Income Groups; *Older Adults; *Puerto Ricans; Retirement; Sex Differences; Social Attitudes; Stereotypes; *Work Attitudes; Working Class

Although inflation has forced many older persons to find part-time employment or to continue working past their anticipated retirement age, stereotypes of aging may hinder the acceptance of older persons in the workplace. It is particularly important to assess attitudes toward the elderly in a working class population who will first feel the impact of increased numbers of older workers in the labor force. Since very young workers and retired persons seeking employment are both competing for the same low-status jobs, it is also important to assess the attitudes of young people toward the elderly in the labor force. In an attempt to examine these attitudes, low-income, working class Puerto Rican adults (N=43) and high school seniors (N=55) living in New Jersey were asked to complete a questionnaire which covered perceptions of job competence, physical ability and illness, cognitive functioning, power, and social and sexual activity. Subjects estimated the percentage of older men and of older women they felt exhibited the trait or behavior in question. The results indicated that there were significant differences in perceptions between male and female subjects and between high school students and adults. In general, students, more than working adults, considered older workers to have poor coordination, accidents, and problems learning new methods. Students also thought older workers were overpaid, frequently absent because of illness, and too costly for employers. (NRB)

Family Caregiving and the Elderly: Policy Recommendations and Research Findings.

New York State Office for the Aging, Albany.

PUB DATE- Mar 83
NOTE- 76p.; Some tables are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); *Family Relationship; *Futures (of Society); Helping Relationship; Individual Needs; *Older Adults; Population Trends; *Public Policy; Social Support Groups; Well Being
IDENTIFIERS- *Caregivers; New York

This report is designed to assist in the formulation of public policy as it relates to older people and their families by setting forth a comprehensive research-based framework to guide future public action in this area. It is intended for use by public officials, agency administrators, researchers, and academicians, as well as members of the private health and human service sector. Ten recommendations for public policy are listed and explained. A summary of the current knowledge base in the field of family care for older persons is provided in the areas of: (1) method of analysis; (2) characteristics of the elderly; (3) characteristics of family caregivers; (4) characteristics of family care; (5) problems associated with family caregiving; (6) family caregiving and formal intervention; (7) future demographic trends; and (8) existing policies and programs. Major findings are presented for each area, relevant issues are explored, and conclusions for policy and research are discussed. The appendices contain 54 data charts from research on family caregiving, the Soldo Study Caregiver Selection Methodology, New York City Dependency Study Material, Methodology for Dependency Ratios, and acknowledgements. (NRB)

ED 259 311 CS 008 093

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 8p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Advance Organizers; Annotated Bibliographies; *Content Area Reading; *Reading Comprehension; *Reading Instruction; *Reading Research; *Retention (Psychology); Secondary Education; Study Skills; Teacher Role; Teaching Methods; Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Inferences; Text Structure

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 9 titles discuss the following topics: (1) a comparison of the effects of three methods of vocabulary instruction on vocabulary acquisition and reading comprehension; (2) the use of an elaboration strategy combined with classroom television production for increasing the literal and inferential reading comprehension of eighth-grade students; (3) objectives for the teaching of high school reading, 1973-1982; (4) the effects of text characteristics on word meaning from high school physics textbooks; (5) the effects of graphic preorganizers on tenth graders' comprehension of chapters in a social studies textbook; (6) the effects of advance organizer and direct instruction preinstructional passages on learning and retention for eighth-grade students; (7) a validation of Wittrock's generative model of reading comprehension with high school students; (8) a comparison of two instructional strategies in relation to recall of material and perceived level of engagement; and (9) a study of students' inferences during and following participation in a group directed reading-thinking activity and a group directed reading activity in social studies. (EL)

ED 259 326 CS 008 120

Siedow, Mary Dunn; And Others
Inservice Education for Content Area Teachers.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-960-0
PUB DATE- 85
NOTE- 173p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 960, $6.00 member, $9.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Content Area Reading; Critical Reading; Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; Needs Assessment; *Program Content; Program Development; Program Evaluation; Reading Comprehension; *Reading Instruction; Retention (Psychology); Study Skills; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *Content Area Teaching

Recognizing that content area teachers are sufficiently different from reading teachers to warrant special attention in reading inservice activities, this book is intended for inservice leaders to help content area teachers improve their teaching of reading and understanding content-related material. The book contains numerous suggestions for planning, carrying out, and evaluating the effectiveness of inservice sessions and includes assessment instruments, instructional practices, lists of content reading resources categorized into 14 subject areas, and reading-related objectives with appropriate evaluation procedures. The chapters cover the following specific topics: (1) basic principles of inservice education for content area teachers, (2) assessing inservice needs, (3) formulating educational objectives, (4) planning content, (5) selecting inservice presentation methods and staffing, (6) evaluating inservice effectiveness, (7) providing follow-up assistance, and (8) other considerations for inservice education for content area teachers. (HTH)

Smith, Kim A.
Effects of Media and Context in Determining Community Issue Saliences and Evaluations.
PUB DATE- Aug 85
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Study received support from research/creative activity funds administered by the East Carolina University Faculty Senate. Some pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- City Government; *Community Attitudes; Community Problems; Content Analysis; Evaluation Criteria; Influences; Journalism; *Mass Media Effects; *Media Research; News Media; *Newspapers; *News Reporting; Public Opinion; Social Problems
IDENTIFIERS- Agenda Setting; *Issue Salience; *Media Use

Data obtained from 22 surveys conducted from 1974 through 1981 in Louisville, Kentucky, were used in a study that explored the agenda setting hypothesis, which states that heightened coverage of issues by the media causes increased perceptions of that issue as salient among the public. The research addressed (1) the extent to which both issue saliences and attitudes over time are related to media content, (2) the extent to which the environmental context influences issue saliences and attitudes in relationship to media coverage, and (3) the nature of the causal relationship among media coverage, issue saliences, attitudes, and contextual variables. Media coverage of community issues was taken from the "Louisville Times" during the eight-year period. The results showed strong interrelationships among media coverage, context, saliences, and evaluation variables for seven prominent community issues: economic development, education, the environment, crime, local government, public recreation, and health care. The regression and canonical correlation analyses suggested that a reciprocal or cyclical influence occurred over time for the media coverage and context variables, on the one hand, and saliences and evaluations on the other. The final regression models for each issue did differ, however, in complexity and structure. (Extensive tables of findings are included.) (HOD)

ED 259 356 CS 209 088

Giallourakis, Michael C.; Lorenz, Margaret A.

Wo-Mentoring: Can It Work?

PUB DATE- Apr 84
NOTE- 13p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p139-150.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Career Ladders; *Employed Women; Interpersonal Relationship; Leadership Styles; Males; *Mentors; Office Management; *Organizational Communication; *Power Structure; *Sex Differences; Sex Fairness; Social Problems; Social Support Groups; Speech Communication; *Success
IDENTIFIERS- Communicator Style; Corporate Politics

One factor identified as vital to managerial success is that of being a part of a mentor relationship. That this is primarily a male relationship is due to subtle communication patterns within organizations that have grown out of male experiences with team sports and therefore exclude women. Among the various barriers women in organizations must overcome is their powerlessness due to insufficient knowledge of corporate politics and the informal communication system. Women denied access to a mentor experience can turn to one or two other alternatives--among them a women's network--but ultimately the focus returns to the necessity for women to have or to be sponsors in order to achieve success. (Author/HOD)

Oberman, Heiko; Thorson, Esther

Commercial Complexity and Local and Global Involvement in Programs: Effects on Viewer Responses.

PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Cognitive Processes; Higher Education; *Mass Media Effects; *Programing (Broadcast); *Retention (Psychology); *Television Commercials; *Television Research; *Television Viewing
IDENTIFIERS- *Audience Response; Brand Name Products

A study investigated the effects of local (momentary) and global (whole program) involvement in program context and the effects of message complexity on the retention of television commercials. Sixteen commercials, categorized as simple video/simple audio through complex video/complex audio were edited into two globally high- and two globally low-involving programs. Local involvement was varied within each of the four programs. Sixty-nine male and female undergraduate students viewed the programs and commercials and were asked to recall as many as possible of the commercials they had just seen. The subjects were then given a recognition test on which they indicated the product categories for which they had seen commercials and listed the brand names. Attitudes toward the commercials and television viewing behavior and demographics were also ascertained. The results indicated that recall and recognition of the commercials was lower for globally high-involving programs. Local involvement resulted in mixed memory effects. Audio complexity aided recalls and the effect was enhanced by the presence of video complexity. No attitude effects were found. (HTH)

ED 259 386 CS 209 157

Anderson, Philip M., Ed.
Material Selection/Censorship.
New England Association of Teachers of English.
PUB DATE- 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Bibliographies; Blacks; *Censorship; Childrens Literature; *English Instruction; Evaluation Criteria; Guidelines; Language Usage; *Literary Criticism; Literature Appreciation; Nineteenth Century Literature; Poetry; *Reading Material Selection; Secondary Education; *Teacher Response; Teacher Role; *Textbook Selection
IDENTIFIERS- Bowdler (Thomas); Comstock (Anthony); Orwell (George); Talmage (Thomas De Witt)

The seven articles in this focused journal issue are concerned with choosing books for teaching and the various constraints on those choices. The first article, by Richard Lederer, discusses George Orwell's "1984" and the principles of Newspeak. His article sets the tone for the next two articles: "Beware the Misuse of Guidelines" by J. Christopher Davis and James E. Davis, and "Taboos and an English Teacher's Response" by Mary Ann Rygiel. The articles by Nina Mikkelsen and Rennie Simson describe the long tradition, and the dilemma, of Afro-American literature, one in terms of children's literature and the other in terms of the nineteenth century. Ken Donelson's article focuses on three early censors--Thomas Bowdler, Anthony Comstock, and Thomas De Witt Talmage. The final article by Kristin Dittmann provides a bibliography of booklists to assist teachers in making materials selection and another bibliography on censorship. (HOD)

ED 259 402 CS 504 914

Jaura, Ramesh, Ed.; And Others
Media Development and Economic Crisis. Communication Manual. Proceedings of a Panel Discussion Organized by Friedrich-Ebert-Stiftung and North-South Forum (Bonn, West Germany, September 19, 1984).
Friedrich Ebert Foundation, Bonn (West Germany).
PUB DATE- 19 Sep 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Developing Nations; Economic Development; Foreign Countries; Information Dissemination; *Intercultural Communication; International Cooperation; *International Relations; *Mass Media; Mass Media Effects; Technological Advancement; *Telecommunications; *World Problems

The discussion presented in this booklet was organized to foster international understanding by encouraging a genuine dialogue between the industrialized nations of the northern hemisphere and the developing nations in the southern hemisphere. The first section of the booklet presents introductory statements by the chairperson of the North-South Forum and by the head of the Friedrich-Ebert-Stiftung (FES) Media and Communication Department. The second half of the document presents the discussion of the forum, which focused on communication and media development in the Third World and the demand by the South for a more balanced share of the information flow, as well as related issues of worldwide economic and political crises and technological advancements in telecommunications. The discussion section is divided by speakers, with moderator comments by the FES head. The speakers cited in the report include a professor at the National Institute of Development Administration, Bankok, Thailand; the director of the Africa division of Deutsche Welle; the former Permanent Secretary of the Federal German PTT Ministry; the chairperson of the Board of directors of the Deutsche Presse-Agenture; a representative of URTNA, a regional association of African broadcasting organizations; a representative of the German Federal PTT Ministry; a representative from the Regional Mass Communication Research and Documentation Centre, Ecuador; and the head of Radio 4, Zimbabwe Broadcasting Corporation. (HTH)

Rossi, Ana; Todd-Mancillas, Wm. R.
A Comparison of Managerial Communication Strategies between Brazilian and American Women.
PUB DATE- 26 May 85
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Communication Research; Communication Skills; Comparative Analysis; *Cultural Differences; Cultural Influences; *Employer Employee Relationship; *Females; Interpersonal Communication; Males; *Organizational Communication; *Problem Solving; Sex Differences
IDENTIFIERS- Brazil; *Management Styles; United States

A study was conducted to examine and compare the managerial communication strategies of 40 Brazilian and American female managers. Subjects read four scripts describing various problems that a manager might encounter with an employee or another manager of equal status, and explained how they would resolve the problem. Four versions of each script (four scripts are in Portuguese as well as English) were used, matching all posible combinations of American and Brazilian managers with male and female employees. Responses were read and assigned to one of three classifications: (1) communication, if the primary means for resolution was discussion; (2) organizational power, if the employee would be forced to follow the manager's directives; or (3) mixed approach, if the response included discussion of the problem coupled with either an implicit or an explicit threat of sanction should the employee refuse to comply with the manager's directives. The results gave no evidence that the managers of either nationality would behave differently toward men than toward women. The data also indicated no difference between nationalities in the way they would resolve disputes with employees dissatisfied at having to perform a task not in their job description, in the way they handle employees who had violated the chain of command, or in handling disputes with other managers. The results did indicate that Brazilians were more likely than Americans to resolve challenges to their authority through the use of power. (HTH)

Tilak, Jandhyala B. G.
Centre-State Relations in Financing Education in India. Occasional Paper 5.
National Inst. of Educational Planning and Administration, New Delhi (India).
PUB DATE- 84
NOTE- 44p.; Best copy available. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Asian History; Educational Change; Educational Equity (Finance); Educational Finance; Educational History; Elementary Secondary Education; *Federal Aid; *Federal State Relationship; *Foreign Countries; *Government Role; Higher Education; Politics of Education; *Resource Allocation; Tables (Data); Vocational Education
IDENTIFIERS- *India

Since India's independence much of the responsibility for educating the population has shifted from the Indian states to the central federal government. While education remains constitutionally identified as a state matter, and while the federal government controls most of higher education as well as vocational, professional, and technical training, it also provides significant financial support to the states. This support is funneled through two commissions: the Finance Commission, which distributes resources guaranteed by statute and aimed primarily at program maintenance, and the Planning Commission, which distributes discretionary funds directed toward development. Increasing reliance on this federal support weakens the states' autonomy in education. Although originally intended to encourage equity by redistributing wealth among the states, the federal government's educational finance system actually serves political purposes that lead to increased disparities. Reform should involve an increasing federal role in financing accompanied by a decreasing federal control of policy formation. A brief review of the historical development of government responsibility for education in India, beginning in the colonial period, provides the background for this paper's analysis of the current relationship between federal and state authority. Principles of resource allocation are also briefly reviewed. Tables display comparative data on educational finance in the various Indian states. (PGD)

ED 259 447 EA 017 906

Pheasant, Marilyn

Music: Part of the Basics at David Douglas and Salem.

Oregon School Study Council, Eugene.

PUB DATE- May 85
NOTE- 29p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Comparative Analysis; Elementary Secondary Education; Interviews; *Music Activities; *Music Education; Music Teachers; Parent School Relationship; Program Administration; Program Content; Program Costs; Program Descriptions; *Program Design; *Program Effectiveness; Retrenchment; Teacher Administrator Relationship; Teacher Qualifications
IDENTIFIERS- David Douglas School District OR; Salem Public Schools OR; Suzuki Method

This bulletin highlights elements of the music programs in two Oregon school districts--David Douglas School District 40 and Salem School District 24J--that have kept these programs viable in spite of financial constraints. Ingredients for success of the overall music program at David Douglas are first described. Important elements include hiring outstanding musicians as teachers; clear communication between music teachers, principals, and music supervisor; constant parental contact and monitoring; and an emphasis on music education above performance. Other issues discussed include (1) performance vs. classroom time at elementary and high school levels, (2) accommodating other activities, (3) school board support, (4) student incentives, (5) the summer program, and (6) benefits to the students. Next, the string program at David Douglas, based on the Suzuki violin method, is described. Following this, the instrumental program at Salem is highlighted, with attention to such elements as recruitment of students, middle school and high school programs, and administrative support. A brief conclusion describes three criteria of success common to both programs: commitment to students, excellence in teachers, and a willingness to commit resources to music. A list of the interviews used in preparation of this bulletin is included. (TE)

ED 259 462 EA 017 925

Comerford, James P.; Carlson, Margaret
A Methodology for Training Administrators to Use Microcomputers in Educational Administration.
PUB DATE- 1 Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Computer Software; Data Processing; Elementary Secondary Education; Federal Programs; Management Development; Management Information Systems; *Microcomputers; Program Attitudes; *Program Evaluation; Surveys; *Training Methods; *Workshops
IDENTIFIERS- Elementary Secondary Education Act Title I; Michigan State Department of Education

This paper describes the approach taken by the Office of Compensatory Education of the Michigan Department of Education to provide microcomputer training to Chapter 1 administrators. It reports on the two objectives of the study to evaluate the effects of the training program: (1) to assess the short term effects of teaching administrators to use an electronic spreadsheet program, and (2) to determine the amount and frequency of training necessary to enable educators to use a generic program in administering their programs. A series of six 1-day workshops were conducted in the spring of 1984. Immediately after each workshop, an anonymous questionnaire was administered to all participants asking them to evaluate the effectiveness of the workshop. Three months thereafter, a telephone survey was administered to a random sample of 25 percent of the participants to evaluate the workshop in retrospect. Results indicated that the workshops met the perceived needs of participants and were sufficient to get them started in using a spreadsheet for a predetermined purpose. Workshop success depended upon the availability of at least one computer per two participants, a small teacher-student ratio, and a perceived need of the participants to use the software being taught. Tables of results and a summary of open-ended comments are appended. (Author/TE)

ED 259 074 CE 040 170

Improving Student Performance in California. A Catalog of Business and Community Programs in Support of Local Education.

California Roundtable, San Francisco.

PUB DATE- 84

NOTE- 601p.

AVAILABLE FROM- California Roundtable, P.O. Box 7643, San Francisco, CA 94119-7643 ($30.00).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstracts; Basic Skills; *Business; Business Education; *Career Education; Career Exploration; Community Cooperation; Community Programs; *Community Support; Conferences; Curriculum Development; Data Processing; Demonstration Programs; Economics Education; *Educational Improvement; Energy Education; *Financial Support; Inservice Teacher Education; Internship Programs; Minority Groups; Parents; Philanthropic Foundations; Scholarships; *School Business Relationship; School Community Programs; School Community Relationship; School Support; Special Education; Summer Programs; Vocational Education; Volunteers; Work Experience Programs; Youth Programs

IDENTIFIERS- Adopt a School; *California; *Corporate Support; Intergenerational Programs

This catalog contains more than 600 abstracts of model programs in California designed to help business, education, and community groups establish or expand partnerships in support of local education. An executive summary precedes the abstracts. The program abstracts are divided into 21 sections corresponding to specific forms of involvement. These include adopt-a-school programs; employee volunteer program; intergenerational programs; parenting programs; classroom materials and equipment; computer projects; math, science, and energy programs; basic skills development; career exploration; business and economic education; special education programs; minority student programs; summer youth programs; work experience; curriculum development and revitalization; teacher internships and training; school foundations; scholarship and recognition programs; educational nonprofit organizations; business association programs and community partnerships; and conference sponsorship. Every section begins with a brief discussion of the form of involvement. Each abstract includes program title, name(s) and title(s) of contact(s), company or organization, address, county, telephone number(s), program description, and descriptors. A program description form and index are appended. (YLB)

ED 259 090 CE 041 134

Adopting NDN Projects. A Guide for Adult Education Programs.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adoption (Ideas); Adult Basic Education; *Adult Education; Adult Programs; Adult Vocational Education; *Demonstration Programs; *Diffusion (Communication); *Educational Improvement; Literacy Education; Program Implementation
IDENTIFIERS- *National Diffusion Network

This guide is designed to assist adult education leaders and practitioners to consider carefully the adoption of one or more of the available National Diffusion Network (NDN) projects. It is also intended to help them understand their opportunity and responsibility for improving adult education practice through the proper use of adoption techniques. Answers to 13 questions about adopting NDN projects appear first. Section A is an NDN Projects Matrix. Each project is described in terms of characteristics (educational area, adopting agencies, populations, outcomes); adoption requirements (training days, number of trainees, training location, additional staff, special facilities, special equipment, relocation time, evaluation by adopter); and services available (awareness materials, orientation workshop, conference presentations, technical assistance, followup, demonstration sites, and on-site evaluation). Section B contains project descriptions (target audience, description, evidence of effectiveness, implementation requirements, financial requirements, services available, and contact person(s). Other contents include examples of key elements, sample adoption agreements, state facilitator agreement form, statewide implementation model, adoption data form, a list of NDN state facilitators, and a list of state directors of adult education. (YLB)

ED 259 116 CE 041 675

McDonald, Joan

Education for Unemployed Adults: Problems and Good Practice. REPLAN Report.

Department of Education and Science, London (England).

PUB DATE- Oct 84

NOTE- 41p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; Adult Students; *Dislocated Workers; Educational Counseling; Educational Finance; Educational Needs; Educational Policy; *Educational Practices; Extension Education; Foreign Countries; Postsecondary Education; *Program Descriptions; Program Effectiveness; Reentry Workers; *Retraining; Student Recruitment; *Unemployment; Volunteers

IDENTIFIERS- *England

This report describes the results of a study aimed at presenting a broad picture of educational opportunities open to unemployed adults in England and to identify problems and possible solutions. Material for the report was gathered through visits to a variety of institutions and agencies in urban and rural areas of England. The report is organized in eight chapters. The first two chapters cover the problems of recruiting adult unemployed persons into educational settings, and the possibility of recruiting persons through agencies that serve the jobless, such as unemployment offices and trade unions. Chapter three points out the necessity of making course offerings accessible to their audience, while the fourth chapter describes the types of courses that are currently available to the unemployed, as well as those that serve a wider clientele. In the fifth chapter, types of counseling available to the unemployed are discussed. The sixth and seventh chapters describe the sources of funding for adult education programs, and training needs of teachers of the unemployed and the use of volunteers respectively. In the final chapter, the validity of the educational experience is chronicled; i.e., the importance of adult education and the positive effects it has had on those unemployed persons who were able to be reached. (KC)

ED 259 131 CE 041 755

Metal Working and Welding Operations.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.32
PUB DATE- 22 Apr 83
NOTE- 213p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Correspondence Study; *Equipment Maintenance; *Equipment Utilization; Hand Tools; Independent Study; Machine Tools; Metals; *Metal Working; Military Personnel; *Military Training; Postsecondary Education; *Trade and Industrial Education; *Welding

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the skills needed by metal workers and welders. Addressed in the six individual units of the course are the following topics: weldable metals and their alloys, arc welding, gas welding, metalworking machines and tools, repair of equipment and interpretation of welding symbols, and welding symbols. Each unit contains a general objective, a series of work units addressing different subobjectives, study questions, and answers to the study questions. (MN)

ED 259 228 CE 042 011

Coldeway, Dan O.; And Others
Distance Education from the Learner's Perspective: The Results of Individual Learner Tracking at Athabasca University. REDEAL Research Report #10. Project REDEAL: Research and Evaluation of Distance Education for the Adult Learner.
Athabasca Univ., Edmonton (Alberta).
SPONS AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 80
NOTE- 52p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-010.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Adult Education; *Adult Students; *Distance Education; Dropouts; Educational Research; Foreign Countries; Higher Education; *Student Attitudes; *Student Motivation; *Student Participation; *Tutors; Withdrawal (Education)
IDENTIFIERS- Alberta

In an effort to form baseline data and information on the activity of learners participating in courses offered by Athabasca University, an individual learner tracking study was initiated. A random selection of 38 learners submitted weekly forms indicating their level of activity in courses, their motivational level, and the amount of contact they had with the institution during the week. All volunteer learners received a packet of weekly forms and instructions, were contacted by the REDEAL (Research and Evaluation of Distance Education for the Adult Learner) staff, and completed a questionnaire. Results indicated that course completers studied more hours and were more highly motivated than non-completers. Motivation rating dropped for both completers and non-completers as the course progressed but showed increases both during the examination process and when contact with tutors was made. Conclusions were that tutor contact with learners is very infrequent, a relationship exists between learner motivation and involvement with Athabasca University, many learners have difficulty developing the routine and self-control necessary for completing courses, and the delivery system does not allow for flexibility to suit the tremendous heterogeneity of the learner population. (Appendixes include sample comments from forms and a sample form.) (Author/YLB)

ED 259 256 CG 018 357

Rapp, Richard C.
Facing Up - Our School Has a Drug Problem.
PUB DATE- Jan 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attitude Change; *Drug Abuse; High Schools; Negative Attitudes; Parent Attitudes; *Prevention; *Program Attitudes; *Program Development; Program Implementation; School Activities; *School Social Workers; Student Attitudes

Studies have estimated that nearly 20 percent of high school students are experiencing life problems which can be directly attributed to their use of mood-altering chemicals. Many of these life problems, including truancy, declining academic performance, behavior problems, and chemical use itself, directly affect the school system. Any school district which attempts to develop and implement a chemical dependency program must deal with the affective barriers inherent in the topic of chemical dependency. Enabling attitudes (e.g., denial, minimization, justification) of students, parents, and school personnel inhibit efforts to deal effectively with chemical use problems. Expression of these attitudes is often an attempt to alleviate fear, desperation, guilt, embarrassment, helplessness, insecurity, and over-protectiveness. In order to initiate a chemical dependency program, these underlying feelings must be acknowledged and worked through with tough love and detachment. Social workers are uniquely qualified to design and implement school-based chemical dependency programs because of their skills in community organization, leading multi-disciplinary conferences, student and program advocacy, effective use of community resources, and individual and group work. Since social work education may not provide adequate knowledge about chemical dependency, school social workers interested in developing a chemical dependency program must find other training programs to increase their knowledge and understanding of this problem. (NRB)

ED 259 270 CG 018 371

Coleman, Marion Tolbert, Ed.; And Others
Looking Forward: Texas and Its Elderly. Highlights of the Robert Lee Sutherland Seminar (4th, Austin, Texas, May 12, 1984).
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 12 May 84
NOTE- 36p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Publications Division, P.O. Box 7998, Austin, TX 78713 (1-99 copies, $0.75 ea., over 99, $0.65 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; *Aging (Individuals); Community Programs; Cultural Pluralism; Family (Sociological Unit); Housing; Individual Needs; *Older Adults; *Quality of Life; Retirement; Well Being
IDENTIFIERS- *Texas

This document presents the program agenda and highlights from the one-day Robert Lee Sutherland Seminar held to examine the current status and the future of the elderly population of Texas. Included is the speech, "The Longevity Revolution" by Robert N. Butler, in which is discussed the gain in life expectancy, the feminization of aging, and the increase in the old-old age group, and which describes existing resources for the elderly. A second speech, "Constructing the Future of Aging" by George L. Maddox, provides a five-point agenda for mobilizing a societal project to construct the future of aging, the five points being: (1) a focus on the human life course; (2) a reshaping of health care; (3) an intergenerational contract which binds society together; (4) an integrated public welfare policy; and (5) demonstrating the art of the possible, or ways to improve the quality of life. Also included in these highlights are recommendations which could serve as guideposts for groups interested in making life more meaningful for older people. Recommendations are listed under the headings of Living Patterns and Changing Family Situations, Community Opportunities, Employment and Retirement Issues, Housing, and the Non-Anglo Elderly. (NRB)

ED 259 284 CG 018 385

Handelsman, Mitchell M.; And Others
Use, Readability, and Content of Written Informed Consent for Treatment.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contracts; *Counselor Attitudes; Counselor Client Relationship; Fees; *Psychologists; *Readability
IDENTIFIERS- *Informed Consent; *Written Consent

As psychology has recognized the rights of clients and subjects to exercise a rational, voluntary choice about participation in research, assessment, and treatment, the use of written informed consent forms has increased. A sample of 196 psychologists in private practice were mailed questionnaires which examined their use of, and rationale for, written consent forms; the information covered by such forms; and the readability of the forms. Subjects returned completed questionnaires and copies of their consent forms which were then scored for readability. Of the 104 respondents, 30 reported using written consent forms. Users of written forms were significantly younger than non-users; there were no differences in frequency of use due to sex or theoretical orientation. The major reason cited for not using forms was a preference for verbal agreements. The content of the forms dealt primarily with issues regarding fees, and not with information which satisfies the requirements of informed consent, such as risks of treatment and alternative treatments. The average readability for the returned consent forms was "difficult," equivalent to an academically-oriented magazine. The findings suggest that therapists need to evaluate their practices regarding informed consent in order to increase clients' autonomy and their understanding of information provided. (NRB)

ED 259 312 CS 008 094

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 11p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Compensatory Education; Computer Assisted Instruction; *Doctoral Dissertations; Elementary Secondary Education; Learning Disabilities; Learning Problems; Reading Achievement; Reading Comprehension; *Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Readiness; *Reading Research; Remedial Instruction; *Remedial Reading; Retention (Psychology); Word Recognition
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Metacomprehension; Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) the effects of phonemic segmentation and blending training on the word recognition performance of learning disabled readers; (2) a comparison of two remedial strategies employing art activities or visual perceptual training for learning disabled children with reading deficits; (3) the effect of metacognitive training on the content area reading comprehension of secondary level learning disabled students; (4) computer assisted Chapter I instruction; (5) the efficacy of direct instruction and metacomprehension training on finding main ideas by learning disabled children; (6) the effect of an informal summer reading program on the retention of reading comprehension skills of third grade students; (7) the use of a questioning strategy to improve reading comprehension and recall of expository material with learning disabled adolescents; (8) the differential influence of response control strategies on word recognition tasks of impulsive learning disabled students; (9) parent assisted learning as an alternative to summer school remedial reading; (10) the effects of three previewing procedures on the oral decoding proficiencies of poor readers; and (11) information processing and reading in subtypes of learning disabled children. (HTH)

ED 259 327 CS 208 763

Scheffler, Judith
Microcomputer Use in a Developmental Writing Course. Microcomputing Working Papers Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-7
PUB DATE- Aug 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; Course Content; Developmental Programs; Higher Education; *Material Development; Microcomputers; *Program Development; Writing (Composition); *Writing Instruction

Identifying types of available courseware, examining potentially useful items, and generating ideas about directions composition instructors at Drexel University might take in adapting quality software for the Macintosh and designing courseware for their specific educational needs are the identified goals in Part I of this Report entitled "A Project to Investigate Possibilities for Microcomputer Use in a Developmental Writing Course." This part covers work in the fall quarter of 1983, which included training in microcomputer use, review of software used in basic writing courses at other universities, consultation with the Drexel Instructional Support Group, and research at the Drexel Software Review Center and the Drexel Library. Part II of this report focuses on work during the winter quarter of 1984, records six observations about microcomputer use in basic writing, and suggests nine uses for computers in R900, a developmental writing course. Attachments include an introduction and overview regarding the staffing and teaching of R900, a sample syllabus for R900, and a course description. (DF)

ED 259 342 CS 209 040

Pratt, Cornelius; Ugboajah, Frank Okwu

Social Responsibility: A Comparison of Nigerian Public Relations with Public Relations in Other Countries.

PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Developing Nations; Employment Level; Foreign Countries; Media Research; *Occupational Information; *Occupational Surveys; Professional Development; *Public Relations; *Social Responsibility; *Work Attitudes
IDENTIFIERS- Canada; *Nigeria; United States

Questionnaires were distributed in the fall of 1984 to a sample of Nigerian public relations practitioners who attended a monthly meeting of the Lagos Chapter of the Nigerian Institute of Public Relations to examine the extent to which they perceived themselves as responsible to Nigerian society. Their perceptions were then compared with those of practitioners in Canada and the United States. The questionnaire sought information related to (1) employment and professional activities, (2) perceptions of job-related attributes in practitioner's current position provided those attributes, (3) measures of the practitioner's attitudes toward the profession and toward social responsibility, and (4) demographic information on practitioners and their ratings of the public relations practice in Nigeria. Results indicated that Nigerian public relations practitioners ascribed a high degree of importance to social responsibility. Also, Nigerian practitioners showed significantly more concern for the "good" of their country or town and usually volunteered more for "projects" than did their Western counterparts. (HOD)

ED 259 357 CS 209 090

Wakefield, D. Gay
Sex and "Power Communication" in Middle- and Top-Level Administration.
PUB DATE- Apr 84
NOTE- 12p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p159-169.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Administrator Attitudes; Females; *Individual Power; Males; Management Development; Management Systems; *Middle Management; *Organizational Communication; Power Structure; Sex Bias; *Sex Differences

A study was conducted to investigate some basic power communication factors among American male and female executives in middle and top level management. Variables of primary interest were perceptions of personal power and communication effectiveness within the organization, and some power communication techniques employed by the two genders to establish images of authority and/or influence in professional settings. Five hundred randomly selected top and middle management executives living in the United States were mailed questionnaire. Of the 210 responses, 72 surveys were returned by the United States Postal Service as undeliverable, and 113 executives reported to be retired, deceased, or otherwise ineligible. The resulting return rate, accounting for those subjects designated as ineligible or unreachable, was 70%. The results of this study suggest that male and female administrators perceive differing levels of organizational power, but employ very similar power communication styles and report no significant difference in perceptions of personal communication effectiveness in the organizational settings. Periodic follow up studies similar to this one would be helpful as women and men gain more experience working with one another in an administrative function. (DF)

ED 259 372 CS 209 136

Courage, Richard
What's Different about Teaching Adult Student Writers?
PUB DATE- 17 Nov 84
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presentea at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Basic Skills; Case Studies; Content Analysis; Curriculum Development; Educational Experience; Educational Research; Higher Education; *Nontraditional Students; Prior Learning; Student Attitudes; *Student Characteristics; Student Evaluation; *Student Needs; *Writing Instruction; Writing Research

Both the literature on adult learning and the literature on the composing process focus on students and their behaviors rather than on teachers and their methods or on curricular content and structure. The most productive teaching of nontraditional students and the most useful educational research about them begins with the students themselves, rather than with teachers or subject matter. The literature notes six characteristics that differentiate adult learners from their younger counterparts: (1) experience, (2) responsibility, (3) pragmatism, (4) motivation, (5) diversity, (6) and potential insecurity. These descriptive characteristics of adult learners served as background for an ethnographic case study of a class of freshman developmental writers attending an adult degree program. The experiences of two students revealed dimensions of the adult student's experience that, along with the literature on adult learning, have implications for testing and placement as well as for curriculum and instruction. These implications raise questions that challenge educators seeking to serve adult students: (1) What factors within an educator's control in testing situations are likely to allay anxieties of adults who may have not taken tests for years? (2) What types of assessment instruments are best suited for adult learners? (3) Can a range of placement options appropriate to the diversity of adult students be provided? (4) Can a sequence of courses be created to serve the needs of students with diverse experiences? (5) Can teaching methods be adopted to meet adult needs? (HTH)

ED 259 387 CS 209 158

Anderson, Philip M., Ed.
Uses of Literature.
New England Association of Teachers of English.
PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; English Curriculum; *English Instruction; Ethical Instruction; *Imagination; *Literary Devices; *Literature Appreciation; Reading Comprehension; *Reading Skills; Secondary Education; *Teaching Methods

The seven articles in this issue are concerned with the various uses of literature and literature study in the English curriculum, specifically to enhance thinking, teach composition, educate the emotions, develop reading comprehension and critical reading skills, explore and develop morals, and evoke a common culture. The titles of the articles are (1) "The Real Basic: Educating the Imagination" (Edgar H. Thompson); (2) "Why Not Literature?" (Barry M. Maid); (3) "The Fit Reader: An Affective Approach" (Susan Monroe Nugent); (4) "Literature Classroom as a Community of Interpreters" (Eugene Smith); (5) "Why We Should Keep Teaching Huck" (Terrence D. Earls); (6) "Effective Ways to Build a Reading Environment" (Nicholas P. Criscuolo); and (7) "Applying Literary Devices and Techniques" (James P. Rhinesmith). (HOD)

ED 259 448 EA 017 908

Ellis, Thomas I.
Dismissing Incompetent Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Five.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; *Due Process; Elementary Secondary Education; Teacher Administrator Relationship; *Teacher Discipline; *Teacher Dismissal; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- ERIC Digests

Dismissing incompetent tenured teachers is a difficult and time-consuming task. Contrary to popular opinion, however, that task is not impossible. Effective dismissal of incompetent teachers requires thorough, valid, and well-documented evaluation procedures, appropriate remediation efforts, and a fair hearing prior to dismissal. (TE)

ED 259 463 EA 017 926

Dewey, Gwen J.; Andrews, Richard L.

The Relationship between Environment Change and School Board Expectations of Superintendents' Decision Making.

PUB DATE- 4 Apr 85

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Change; Administrator Attitudes; Administrator Role; *Board Administrator Relationship; Correlation; *Educational Environment; Elementary Secondary Education; Interprofessional Relationship; *Occupational Mobility; Politics of Education; Questionnaires; *School Community Relationship; *Superintendents

The purpose of this research was to investigate and describe the relationship of environmental change to superintendent-school board decision-making and superintendent turnover. Assuming the resource dependence model of organizational open system theory, researchers hypothesized that the amount of decision-making autonomy boards grant to superintendents and the mobility of superintendents would be related to the amount of turbulence in the community. To gather data for the study, two instruments were developed: (1) a 57-item questionnaire to measure superintendent-board expectations on the relative dependence or independence of the superintendent in various contexts; and (2) a commnity environment questionnaire with 12 questions illustrating important aspects of the relationship between community characteristics and environmental turbulence. A total of 273 school districts were surveyed with these instruments in 1979 and again in 1983. Data analysis suggests statistically significant relationships between the management process occurring in education (perceptions of superintendents and boards concerning the amount of discretionary authority in decision making that boards should grant to superintendents) and environmental turbulence within the community. (TE)

ED 259 146 CE 041 826

The Fourth Basic: Computer Skills. Final Report.
Hardin County Board of Education, Elizabethtown, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 18 Jun 84
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; Curriculum Guides; Data Processing; High Schools; Material Development; Office Occupations Education; Program Development; Remedial Instruction; *Remedial Programs; Teaching Methods; *Tutoring; *Typewriting; Vocational Education; Word Processing
IDENTIFIERS- Kentucky (Hardin County); *Keyboarding

Traditionally, the fundamental goal of all American education has been to provide students with adequate competencies in reading, writing, and mathematics. A year-long project, conducted at three high schools in Hardin County, Kentucky, provided for the development of a fourth basic: computer skills. Through this project, computer skills were applied to existing subject areas through two curriculum strategies. First, computer-assisted instruction was used as a delivery system for remedial instruction to high school students. In this respect, this basic skills-strengthening curriculum was designed to use adult volunteers and peers as tutors in the program. The recruitment of tutors was designed to foster the use of human resources from both the school and the community. Second, the project provided for the development of a computer keyboarding class that was both independent and interfaced with the traditional Typing I class. As a result of this project, the following products were developed: (1) an experimental keyboarding curriculum guide "Keyboarding and Word Processing Guide"; (2) an inservice manual for the training of peer and adult tutors "Micro Computer Basics--Basic Skills Computer Workshop: A Guide for the Training of Volunteer Tutors"; and (3) a final report covering the many facets of the projects. (These products are contained in this document.) (Author/KC)

Clothing Management.
Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 214p.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; Curriculum Guides; Evaluation Criteria; *Fashion Industry; Job Search Methods; *Job Skills; Laundry Drycleaning Occupations; Learning Activities; *Needle Trades; *Occupational Home Economics; Occupational Information; *Sales Occupations; Secondary Education; Service Occupations; *Sewing Machine Operators

This task-based curriculum guide for clothing management is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by 13 duties: maintaining equipment and work station, operating industrial sewing machines, altering patterns, constructing garments, constructing accessory items, fitting garments, altering garments, repairing clothing, cleaning garments, making patterns, using mathematics, selling merchandise, performing supervisory functions, performing managerial functions, and using employability skills. Other contents include student and class achievement records, tool/equipment lists, and a bibliography. (YLB)

ED 259 173 CE 041 891

Reid, Jamee Noell
Practical Nursing, Volume III. Health Occupations Education. Revised .
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
SPONS. AGENCY- Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Health Occupations Education.
PUB DATE- 84
NOTE- 1,347p.; For Volumes I and II, see ED 212 909 and ED 229 540. Use of colored paper may affect clarity of reproduction.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (in-state: $17.00; out-of-state: $35.00).
LANGUAGE- English
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; Career Education; Competency Based Education; Job Skills; Learning Activities; Learning Modules; *Medical Services; Mental Health; Nurses; *Nursing Education; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Units of Study; Vocational Education
IDENTIFIERS- *Oklahoma

This document is a comprehensive guide for instructors to use in teaching the final phase of the practical nursing program. This revised volume contains information related to medical-surgical nursing, mental health nursing, and career success. The section on medical-surgical nursing is composed of many units, dealing with the following subjects: pediatric nursing (which has also been incorporated into many of the other units); organizational and management skills; oncological nursing; and the assessment and management of diseases and disorders of bodily systems and organs.

The standardized unit format includes eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, supplements and transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be supplements, transparency masters, assignment sheets, or job sheets included in the unit of instruction. All of the unit components focus on measurable and observable learning outcomes. Units are designed for use in more than one lesson or class period of instruction. (KC)

ED 259 186 CE 041 908

Stevens, Joy
An Observational Study of Skilled Memory in Waitresses.
PUB DATE- Mar 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; Cognitive Processes; Dining Facilities; *Encoding (Psychology); *Food Service; *Memory; Psychological Studies; *Skilled Workers
IDENTIFIERS- *Waiters Waitresses

A two-phase study about skilled memory as it is used by waitresses included a participant-observer phase and an observational phase. Participants were three experienced waitresses who had worked at a midtown Manhattan restaurant for 14, 7, and 3 years respectively and a team of 5 confederate customers. Waitresses and customers wore microphones. Customers ordered a lunch consisting of a sandwich, dessert, and beverage. Tapes from four observations taken on separate days for each waitress were transcribed and analyzed. Written checks were also collected and analyzed. Working under the speed contraint of their job, the waitresses were very accurate. Although all orders were given in the form sandwich, dessert, beverage, not only were sandwiches and beverages pulled from a list of 15 items and handled together or first, but different kinds of sandwiches and beverages (hot or cold) were clustered together. Desserts were also clustered and were always the last items served. Waitresses appeared to use a double classification system: type of item, subclassified by food location. Information was organized in different ways and was multiply encoded by the waitresses, who anticipated different uses for it at different points in their flow of activity. (Four figures and two tables are attached.) (YLB)

ED 259 201 CE 041 932

Klitzke, Elizabeth; And Others
Team Visitation Guidelines. Wisconsin Department of Public Instruction Secondary Vocational Program Evaluation Project.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Sep 85
NOTE- 88p.; For the self-evaluation manual, see CE 041 933.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Evaluation Criteria; *Evaluation Methods; *Field Tests; Guidelines; Leaders Guides; *Program Evaluation; Secondary Education; State Programs; *State Standards; *Vocational Education
IDENTIFIERS- *Evaluation Teams; Site Visits; *Wisconsin

The guidelines contained in this manual were written to outline the role of the visiting team members and the team leader and to familiarize the team with the details necessary to conduct a comprehensive external evaluation of Wisconsin secondary vocational programs. The responsibilities of school personnel are also spelled out so that team members are aware of the advance preparation and planning that has taken place prior to the visitation. The team visitation guidelines are based upon statewide goals and objectives of vocational education as determined by the project advisory committee and project staff. The guidelines are meant to be used in conjunction with and as a second step following a comprehensive self-evaluation. The manual is organized in five chapters. The first chapter outlines the goals of the visitation team, while Chapter 2 is a handbook that covers the evaluation team selection and roles and the conduct of the site visit, and includes a preparation checklist. Chapter 3 of the guide is a team leader handbook that covers advance preparation and on-site visitation. Similar information for team members is given in Chapter 4. This chapter also includes directions for using the rating scale and principles of interviewing. The final chapter explains how to develop the team visitation report and includes sample reports. An overview of the program and a glossary of terms are included in the guide. Appendixes to the guide contain sample forms and blank forms. (KC)

Naylor, Michele
Distance Education. Overview. ERIC Digest No. 44.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Comparative Analysis; Consortia; Cooperative Planning; Cooperative Programs; *Delivery Systems; *Distance Education; Educational Cooperation; Educational Equipment; Educational Media; *Educational Practices; *Educational Technology; Educational Trends; Futures (of Society); Material Development; Participation; Postsecondary Education; Program Design; Shared Services; Student Characteristics; *Telecommunications
IDENTIFIERS- Great Britain; United States

Technological advancement has both facilitated and necessitated the development of distance education programming. In developing nations, distance education is often used to provide traditional education like that usually available in conventional institutions in the Western world. Whereas distance education in the Soviet Union focuses on improving productivity in the workplace, it is used in the United States to provide extension courses, adult basic education, regular postsecondary education programming, and professional continuing education. Since its beginnings at the University of Wisconsin in 1919, distance education has encountered many obstacles. Included among the media used to provide distance education are teletext, videodiscs, sideband FM transmission, cable television, and instructional television fixed service (ITFS). Of increasing popularity in the United States is the telecourse--an instructional program usually produced by a community college that involves video and printed materials and that generally relies on an array of support services, including computer-assisted counseling and testing, teleconferencing, and appointments with tutors. Although distance education has been slow to find widespread acceptance in the United States, research does document its effectiveness as an instructional form. (MN)

ED 259 242 CG 018 343

Englander-Golden, Paula; And Others
Assertive/Leveling Communication and Empathy in Adolescent Drug Abuse Prevention.
SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- Aug 84
NOTE- 24p.; A brief version of this paper was presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For a related document, see ED 250 588.
CONTRACT- N200073
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Assertiveness; *Communication Skills; *Drug Abuse; *Empathy; Intermediate Grades; Interpersonal Communication; Junior High Schools; Peer Influence; *Prevention; Role Playing; Self Esteem; *Student Attitudes

This paper reports feedback from 349 fifth through eighth graders who participated in Say It Straight (SIS), a school-based drug abuse prevention program which combines assertiveness training with role playing and guided imagery. The feedback presented concerns students' feelings about sending and receiving messages using the following communication styles: passive/placating, aggressive/blaming, super-reasonable, irrelevant, and assertive/leveling. For each style, a role-played conversation is given, followed by students' reports of feelings about playing that role. Student reponses are presented by grade. Another aspect of SIS, positive peer pressure, is described as an intervention with a friend who is using drugs in which assertive/leveling communication is used to convince that friend to seek help. An example of a positive peer pressure role play is given and student attitudes toward the situation are reported. The results reported in this paper underscore the importance of empathy training for young people and indicate that assertive/leveling communication is the style most frequently associated with high self-esteem, repect from others, and greatest effectiveness. (NRB)

ED 259 298 CS 008 036

The Wichita Reading Handbook. USD No. 259.
Wichita Public Schools, KS. Curriculum Services Div.
PUB DATE- 81
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Area Reading; Context Clues; Course Content; Curriculum; *Curriculum Development; Curriculum Guides; Elementary Education; Grouping (Instructional Purposes); Individualized Reading; Phonics; Reading Comprehension; *Reading Instruction; *Reading Programs; Reading Strategies; Reading Tests; Skill Development; Study Skills; Vocabulary Development; Vocabulary Skills; Word Study Skills

Designed for teachers, administrators, and supervisory personnel for use in planning, developing, and evaluating reading programs, this curriculum guide has been prepared to describe significant features of the classroom reading program for teaching reading from kindergarten through eighth grade. Following a general introduction are 9 sections containing information about the following: (1) the four specific skills involved in the reading process,(2) the Wichita management system, (3) diagnostic-prescriptive teaching, (4) reading skills checklists for kindergarten through eighth grade, (5) grouping for reading, (6) directed reading activity, (7) reading instruction in content areas, (8) sample activities (color coded) designed to reinforce the skills involved in the reading process, and (9) parental involvement in the reading program. Appendixes contain testing instruments used in the program. (EL)

ED 259 403 CS 504 921

Ulrich, Walter; Howard, K. Michelle

Administering the National Debate Tournament: An Outline of the Powermatching and Judge Assignment Procedures.

PUB DATE- Apr 85

NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Competition; *Debate; *Evaluation Criteria; *Judges; Persuasive Discourse; Speech Communication

IDENTIFIERS- *Debate Formats; Debate Tournaments; *National Debate Tournament

Noting that a series of mechanical rules created for pairing and placement of judges at the National Debate Tournament (NDT) may be useful in developing a computer program to pair tournaments, this paper focuses on the methods used to pair rounds at the NDT and also looks at some pairing options frequently employed by other debate tournaments. The first section of the paper describes the pairings and judge assignments for preset debate rounds. The second section describes the procedures for powermatching in the preliminary rounds, including odd and even round pairings and pairings for the eighth or final round, and judge placement for these rounds. The third section describes the pairings and judge placements for the elimination rounds. (HTH)

ED 259 419 CS 504 991

McCallister, Linda
Gender Communication in the Office/Organizational Setting.
PUB DATE- Oct 84
NOTE- 23p.; Paper presented at the Annual Conference on Gender, Communication, and Language (7th, Oxford, OH, October 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Behavior Patterns; *Communication Research; Comparative Analysis; Content Analysis; Discourse Analysis; *Employed Women; Employee Attitudes; *Employer Employee Relationship; Interpersonal Communication; Leadership Styles; Males; *Organizational Communication; *Secretaries; Sex Differences
IDENTIFIERS- Supervisor Subordinate Relationship

A study was conducted to explore the language or discourse of the administrative assistant in an effort to gain insight into the development of the superior/subordinate relationship. The study also explored differences in gender-based behavioral expectations identified through a content analysis of administrative assistants' messages. The Secretary as Manager Questionnaire was completed by 941 women attending a management development seminar. Respondents were asked to describe what they liked most and liked least about their bosses. Eighty-six responses from those with male bosses were randomly selected for comparison with those of the 86 subjects with female bosses. Two messages from the 172 selected responses were analyzed to identify factors that produce like and dislike in the superior/subordinate relationship. The initial analysis suggested that the simultaneous emergence of women in upper-management and the increased demands for administrative assistants, who are primarily women, has brought about significant changes in organizational behaviors. The most noticeable of these appear to be in the behaviors of male bosses who are developing what, in the past, have been considered positive feminine traits. In addition the study provides early indications that not only do women work well together, but also that bonding and supportive female superior-subordinate relationships are rapidly emerging in the organizational environment. (HTH)

ED 259 433 EA 017 794

Tilak, Jandhyala B. G.; Varghese, N. V.
Discriminatory Pricing in Education. Occasional Paper 8.
National Inst. of Educational Planning and Administration, New Delhi (India).
PUB DATE- 85
NOTE- 37p.; Document contains light, broken type. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Educational Equity (Finance); Educational Finance; Foreign Countries; Higher Education; Models; Scholarships; Student Costs; *Tuition
IDENTIFIERS- *India

This paper argues for a rational system of varied tuition rates in India that will raise a greater proportion of the revenues required to fund higher education while reducing inequities by decreasing costs for those less able to pay. The paper begins with a review of competing views of education under different economic systems, one view justifying total government support of education and the other full coverage of costs by the individual beneficiaries of the system. India, like most nonsocialist economies, combines these approaches, following a system developed over many years; this system is described in the second section of the document. In the third section the rationale and operational significance of discriminatory pricing of tuition is discussed. The current uniform fee structure produces unequal costs (in terms of ability to pay) and unequal benefits, and should be replaced by a system keyed to family income. Such a system would equalize both costs and benefits for all without altering admissions policies or levels of education furnished students. The actual fee paid would be a variable percentage of the actual cost of education. The distribution of incentives like scholarships, discussed in the report's final section, would also be discriminatory under the plan, though merit would also be recognized. (PGD)

ED 259 091 CE 041 192

National Consumers Week--1984. Final Report.

Office of Consumer Affairs, Washington, D.C.

PUB DATE- Jun 84
NOTE- 37p.; For a related document, see CE 041 193.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; Business; Community Programs; *Consumer Education; *Consumer Protection; *Federal Government; Libraries; *Local Government; *Nonprofit Organizations; Public Agencies; *State Agencies; State Government

This report represents only a sampling of the hundreds of activities that took place during National Consumers Week (NCW) 1984. It begins with a copy of the president's proclamation and the history of NCW 1984. Three sections give brief descriptions of the various activities that were sponsored by state and local agencies and organizations, by the business community, and by Federal agencies. Activities are listed within each section in alphabetical order. Sample state and local activities are proclamations by governors, mayors, and commissioners; workshops; poster contests; award luncheons; seminars; exhibits; consumer fairs; press releases; conferences; essay competitions; and media events. Representative activities of the business community include exhibits, clinics, displays, consumer education campaigns, study tours, consumer fairs, publications, seminars, information kits, ads, workshops, photo contests, and press releases. The descriptions of activities of Federal agencies highlight programs, mailings of informational materials, displays, contests, exhibits, consumer fairs, speeches, conferences, workshops, clinics, and media events. (YLB)

ED 259 132 CE 041 757

Fundamentals of Diesel Engines.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.35a
PUB DATE- 5 Dec 84
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Correspondence Study; *Diesel Engines; *Equipment Maintenance; Independent Study; Military Personnel; *Military Training; Postsecondary Education; *Small Engine Mechanics; *Trade and Industrial Education

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the fundamentals of diesel engine mechanics. Addressed in the three individual units of the course are the following topics: basic principles of diesel mechanics; principles, mechanics, and performance of diesel engines; and injection and control of diesel engines. Each unit contains a general objective, a series of work units each addressing a different subobjective, study questions, and answers to the study questions. Appendixes to the guide contain a conversion chart and reference information concerning the mathematics of diesel engine theory, energy, temperature, and pressure and volume. (MN)

ED 259 388 CS 209 160

Anderson, Philip M., Ed.
Electronic English.
New England Association of Teachers of English.
PUB DATE- 83
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Censorship; *Computer Assisted Instruction; Computer Software; *Educational Technology; *English Instruction; *Microcomputers; Programing; Secondary Education; *Speech Communication; Television Viewing; *Word Processing; Writing Instruction

The nine articles in this focused journal issue are concerned with the revolution brought about by the video display terminal as the medium for television and the computer. Among the topics discussed in the articles are (1) the influence of television on students, (2) writing and word processing, (3) reservations about word processing for student writers, (4) recent trends in the oral communication curriculum in light of the coming of voice recognition computers, (5) word processing and the writing process, and (6) English teachers as computer programers. (HOD)

ED 259 075 CE 040 881

The Georgia Express: Final Report. A 310 Planning Project for Adult Education.

Griffin City - Spalding County Board of Education, Ga.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.
PUB DATE- Jul 84
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Data Collection; *Educational Planning; *Financial Support; Information Needs; Models; *Organizational Communication; *Program Administration; Program Evaluation; *Program Improvement; Public Relations; Quality Control; Regional Programs; Standards; State Programs; Statewide Planning
IDENTIFIERS- 310 Project; *Georgia

This report summarizes the work of the Georgia Express project staff and the five task teams that provided research services to the Georgia Task Force on Adult Education. (The purpose of the Task Force was to review Georgia Adult Education's current goals, objectives, and procedures and to make recommendations for program improvement.) The report of each team is presented in this format: team members, goals, summaries of meetings, and product. These five teams are represented: organization and management (for state, regional, and local levels), funding (for local programs), quality control (standards and program evaluation), data development (identification of data needs and of a data retrieval system), and communication and marketing (public relations and student recruiting). The work of the Georgia Express Project Office is also summarized, including the staff, project services, special presentations, and meetings. Appendixes contain these supplementary documents developed by the task teams and used in their deliberations: a statement of philosophy; quality control standards, including suggested evaluation instruments; principles of data collection and categories of data with summary of survey responses; and a report on adult education communication networks, the nature of adult education, and summary of student responses. (YLB)

ED 259 117 CE 041 719

Schachter, Gustav, Ed.
Brazil Vocational Education. Aspects of Economic Policy & Planning. Proceedings of the Conference at Northeastern University (Boston, Massachusetts, June 11-12, 1984). CIHED Conference Series No. 4.
Northeastern Univ., Boston, Mass. Center for International Higher Education Documentation.
REPORT NO.- ISBN-0-9615020-0-2
PUB DATE- 85
NOTE- 152p.; Co-sponsored by the Brazilian Vocational Training Project, Department of Economics.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; *Educational Benefits; Educational Needs; Educational Planning; *Educational Policy; Influences; Labor Force; *Labor Force Development; Needs Assessment; Outcomes of Education; Policy Formation; Program Effectiveness; Public Policy; *School Role; *Vocational Education
IDENTIFIERS- *Brazil; Impact Studies

These proceedings consist of the following eight papers: "Vocational Training in Brazil--Aspects of Economic Policy and Planning," by Gustav Schachter "Economic Stabilization and Medium Term Development Strategy in Brazil," by Peter T. Knight; "Training and Development," by Manuel Zymelman; "The Organization of the Brazilian System," by Morris A. Horowitz; "Evaluation of Current Vocational Training in Progress in Brazil," by Antonio Ferreira de Andrade, Eloysio Rodriguez da Silva, and Francisco Jose Abreu; "Structural Characteristics of Manpower and SENAC's Role in Brazil," by Roberto Carlos Regnier Neto; "Some Statistical Interpretation of Vocational Education in Brazil," by Paul Ammann and Gustav Schachter; and "The Labor Market Impacts of Vocational Education Programs in the United States," by Andrew Sum. (MN)

ED 259 187 CE 041 909

Mumford, Michael D.; And Others
Assessing the Validity of Air Force Selection and Training Strategies.
PUB DATE- Mar 85
NOTE- 36p.; Presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Aptitude; *Aptitude Tests; *Enlisted Personnel; Job Performance; Job Training; *Military Training; Models; *Predictive Validity; Selection; *Technical Education; Vocational Education
IDENTIFIERS- *Air Force

A study was undertaken to develop a system for predicting the impact of adjustments in aptitude requirements on outcomes (performance) in Air Force basic resident technical training. To accomplish this, a multivariate modeling approach was used. Initially, interviews were constructed within a variety of technical training programs to specify the significant student input, course content, and training outcome variables. Measures of each of these variables were then formulated on the basis of documentary materials and standard Air Force appraisal indices. Subsequently, measures of these variables were obtained in 39 occupational specialities incorporating some 5,000 trainees. The relationships observed among these variables were used to develop a hypothetical model that was validated through a formal path analysis. The resulting model produced a residual of .19 and a highly interpretable pattern of path coefficients. When cross-validated on a sample of nine additional specialties containing 1,000 individuals, this model was found to predict observed training outcomes with less than one-third of a standard deviation in error. The implications of the model for understanding the Air Force technical training processes were then laid out along with some potential applications. (Four tables are appended.) (Author/YLB)

ED 259 229 CE 042 013

Kapes, Jerome T.; And Others

Evaluation of Microcomputer Based Career Guidance Systems with College Students: SIGI and Discover.

PUB DATE- 1 Apr 85
NOTE- 27p.; Study instruments printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; *Career Guidance; *College Students; *Computer Oriented Programs; Educational Research; Evaluation; Higher Education; *Microcomputers; *Program Effectiveness; Student Attitudes
IDENTIFIERS- Computer Assisted Guidance; *DISCOVER System; *System of Interactive Guidance and Information

The effectiveness of the microcomputer versions of two computer-based career guidance systems--the System of Interactive Guidance and Information (SIGI) and Discover--was studied. Two questions were posed regarding how college students who have used SIGI or Discover differ in terms of change on selected career development measures and how they evaluate their experience. A career development class of approximately 50 undergraduates was studied. Students were randomly assigned to SIGI or Discover and devoted one of three class periods per week to the system over a two-month period. Subjects were pre- and post-tested with four instruments designed to assess career development. Reaction data were also gathered. Data from the Career Development Inventory indicated a significant change in career development measures--Career Decision Scale, Survey of Career Development, Self-Assessment of Confidence and Progress in Educational/Career Planning--and on the Computer-Assisted Career Guidance Reaction Questionnaire. Significant differences were found between pre- and post-test scores, but the effects of the computer-based guidance systems could not be separated from effects of the course. Subjects gave both systems mostly high ratings. (Six data tables and three instruments are attached.) (YLB)

ED 259 243 CG 018 344

Loppnow, Donald M.; Taggart, Sarah R.
Family and Children's Services Specialty: The Development of an Elective Concentration in a Baccalaureate Social Work Program.
Eastern Michigan Univ., Ypsilanti.
PUB DATE- 81
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; College Students; *Course Descriptions; *Curriculum Guides; Elective Courses; *Family Programs; Higher Education; Resource Materials; *Social Work; Teaching Methods; *Undergraduate Study

This manual describes the Family and Children's Services Specialty (FCSS), an elective curriculum concentration developed by Eastern Michigan University to prepare social work undergraduates for careers in family and children's services agencies. Philosophical and conceptual perspectives of the FCSS are reviewed, as are program goals and objectives. Courses are described in a section on curriculum design, and sequence and curriculum tracks, off campus courses, field units, and advisory committee functions are discussed. A syllabus is provided for each of the ten courses offered in the FCSS curriculum: "Policies and Issues in Services to Families," "Family Centered Practice," "Working with Aging People," "Specialized Services for Families with Children in Placement," "Handicapping Conditions: Practice Issues," "Substance Abuse," "Group Work with Children and Families," "The Law and Social Work with the Family," "Social Work, Sex, and the Family," and "Supervising Staff and Volunteers." Each syllabus contains a course description, course objectives and requirements, required and recommended reading, and a course outline. Specific teaching techniques are included for several courses, along with current bibliographies. Also provided are a list of course modules designed to teach basic skills in working with families and a list of videotapes developed by Eastern Michigan University, which deal with issues in family and child welfare services. (NRB)

Hartmann, Barbara Reed
Toward Pride and Professionalism: Increasing Personal Responsibility. Thirty-Six Hour Substance Abuse Curriculum. Facilitator Guide. Student Workbook.
Arizona Univ., Tucson. Coll. of Medicine.
SPONS. AGENCY- Department of the Navy, Washington, D.C.
PUB DATE- Aug 84
NOTE- 381p.; Paper and curriculum guide presented at the Annual Convention Psychological Association (92nd, Toronto, Ontario, Canada, August 23-27, 1984).
CONTRACT- N00244-84-D-1509
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Attitude Change; Coping; Curriculum Guides; Decision Making; *Drug Abuse; Drug Addiction; *Military Personnel; *Prevention; Responsibility; Stress Variables; Values
IDENTIFIERS- *Navy; Self Efficacy

This document presents a 36-hour curriculum of the Navy Alcohol and Drug Safety Action Program designed to reduce drug and alcohol related problems in the Navy by increasing resistance to addiction. The responsibility each person holds for his or her own health and well-being as a member of the United States Navy is emphasized throughout the course. The curriculum, which contains both cognitive and affective components, consists of supervised practice in communication and adaptability regarding values and decisions about drug practices and lifestyle. The course combines experiential and didactic exercises designed to help students examine the consequences of their choices and develop methods to implement behavioral change. The facilitator guide provides dialogues, reviews, application exercises, summaries, and worksheet assignments for each of the 12 sessions. The student workbook provides students with relevant information and assignments and includes a syllabus of the course which outlines sessions in personal responsibility, addiction, attitudes and values, stress, decision-making, and drug practices. (NRB)

ED 259 271 CG 018 372

Fischer, Shelley M.; And Others
Masculinity and Femininity in Early, Middle, and Late Adulthood Perceptions of Self and Peers.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adults; *Age Differences; Aging (Individuals); *Androgyny; *Peer Evaluation; Perception; *Self Evaluation (Individuals); Sex Differences; Sex Role
IDENTIFIERS- *Femininity; *Masculinity; Personal Attributes Questionnaire

Theorists have proposed very different patterns of adult age changes in masculine and feminine personality attributes; while some have predicted an increase in cross-sex typed individuals among older adults, others have predicted an increase in androgynous individuals. A study was conducted to further investigate adult age differences in levels of masculinity and femininity and to examine perceptions of masculinity and femininity in male and female peers. Male (N=50) and female (N=50) college students (aged 18-23 years), male (N=50) and female (N=50) middle-aged adults (aged 38-55 years), and male (N=50) and female (N=50) elderly adults (aged 60-97 years) completed three Personal Attributes Questionnaires: one for themselves, one rating a typical same-sex, same-age peer, and one rating a typical opposite-sex, same-age peer. The results indicated that the proportion of sex-typed and cross-sex typed individuals decreased across age groups, the proportion of undifferentiated individuals increased across age grops, and the proportion of androgynous individuals remained constant across groups. Other results showed that young and middle-aged subjects rated male peers as more masculine than feminine and female peers as more feminine than masculine. While older subjects also rated female peers as more feminine than masculine, they rated male peers as equally masculine and feminine. (NRB)

ED 259 285 CG 018 386

Lichtenberg, James W.; Powell, Lynda K.
Methods of Sequential Analyses for Studying Family Interactions.
PUB DATE- May 84
NOTE- 24p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (Nashville, TN, May 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Patterns; Children; *Delinquency; Family (Sociological Unit); Family Influence; *Family Relationship; *Information Theory; Interpersonal Competence; Parent Child Relationship; *Research Methodology
IDENTIFIERS- *Lag Sequential Analysis; *Markov Chain Analysis; Sequential Analysis

Research on family interaction patterns suggests that delinquent behaviors of children and adolescents may be related to, if not a direct function of, disordered interpersonal interaction within the family unit. Family interaction can be seen as a sequence of interlocking events occurring over time and consisting of the three basic characteristics of sequentiality, flexibility, and constraint. Although researchers have been reasonably successful in identifying certain recurrent behavior patterns in family interaction, overall progress has been constrained by limitations of the methods typically employed. Three methods of discrete sequential analysis appear to hold promise for the study of family interaction processes and delinquency. Each is a technique used for analyzing sequences of behavior in order to search for sequential patterns or redundancies among behaviors. Markov chain analysis, lag sequential analysis, and information theory are all procedures which would allow researchers to identify recurrent patterns and test the hypothesized relationships between family interactions and delinquent behavior, while retaining the sequential ordering of the family's responses and recognizing the reciprocal nature of their interaction. (NRB)

ED 259 299 CS 008 062

Preininger, Patricia Vogel
How Do New Jersey University/College-Based Reading Clinics Operate?
PUB DATE- Jun 85
NOTE- 60p.; M.Ed. Thesis, William Paterson College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; Individualized Reading; *Program Administration; *Reading Centers; Reading Comprehension; Reading Diagnosis; Reading Difficulties; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Research; *Remedial Reading

To collect information about the operational structure of reading clinics in New Jersey's universities and colleges was the purpose of the research reported in this paper. Chapter one presents the purpose of the study, the statement of the problem, a definition of terms, limitations of the study, and the significance of the study. Chapter two deals with a review of the literature, which reveals three areas of interest: (1) the services to the community, (2) practicum coursework and clinical training programs for graduate students, and (3) the results of recent national surveys of reading clinics. Chapter three contains information about methods and procedures used in collecting data about college/university clinic facilities and their graduate reading programs. Chapter four presents the answers to 12 specific questions posed by the study, while chapter five contains the 12 major conclusions of the study and recommendations to be made to clinic directors and college administrators. Tables of findings accompany the text, and the cover letter and survey used in the study are appended. (EL)

ED 259 313 CS 008 095

Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 7p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Doctoral Dissertations; Elementary Secondary Education; *Integrated Activities; *Language Processing; *Learning Theories; Reading Achievement; Reading Comprehension; Reading Instruction; Reading Readiness; *Reading Research; Reading Strategies; Writing Instruction; Writing Processes; Writing Readiness; *Writing Research

IDENTIFIERS- *Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 6 titles discuss the following topics: (1) the effects of comparison/contrast writing instruction on the reading comprehension of tenth-grade students; (2) an exploration of the role of language awareness in high school students' reading and writing; (3) a training study in instruction in the interpretation of a writer's argument; (4) a comparative study of the writing and reading achievement of children, ages nine and ten, in Great Britain and the United States; (5) combined reading and writing instruction; and (6) developmental trends and interrelationships among preprimary children's knowledge of writing and reading readiness skills. (EL)

ED 259 328 CS 208 793

Smitherman, Geneva; Wright, Sandra
Black Student Writers, Storks, and Familiar Places: What Can We Learn from the National Assessment of Educational Progress?
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Nov 84
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984); a shorter version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983). Funding also provided by the Center for Black Studies of Wayne State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *Black Students; Comparative Analysis; Dialect Studies; *Language Patterns; Language Research; *Language Usage; Longitudinal Studies; Secondary Education; Sentence Structure; *Writing Evaluation; Writing Improvement; *Writing Research; Writing Skills
IDENTIFIERS- National Assessment of Educational Progress

Using data consisting of descriptive and expressive narrative essays written in 1969 and 1979 by black 17-year-old students in the stratified probability sample from the National Assessment of Educational Progress (NAEP), a study investigated which language patterns differentiated the NAEP essays written by black students in 1969 from those written in 1979. Narrative essays were scored using the primary trait technique while the descriptive essays were scored by using the holistic scoring technique. The total number of T-units and the total number of words were also tabulated for each essay. The distribution of black English forms was arrived at by the standard sociolinguistic procedure of calculating the ratio of actual to potential occurrences of black English. The data suggest that the performance by black students in narrative writing from 1969 to 1979 was influenced by a combination of the following factors: (1) a decrease in the use of black English features, (2) a decrease in the number of words, (3) the use of a scoring criteria based upon explicit features relative to the type of discourse, and (4) the assignment of a topic conducive to field dependent cognitive skills. Because these variables had an opposite effect upon the descriptive essays, writing performance did not improve. (HOD)

ED 259 343 CS 209 042

Stamm, Keith R.
Effects of the Bush/Ferraro Debate on Candidate Characterization.
PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Debate; *Mass Media Effects; *Persuasive Discourse; *Political Attitudes; Public Opinion; *Television Research; Television Viewing
IDENTIFIERS- *Audience Response; Bush (George); Ferraro (Geraldine); Political Campaigns; *Political Candidates; Vice Presidents

A study was conducted to determine the cognitive effects on viewers of the debate between vice-presidential candidates George Bush and Geraldine Ferraro. Adult passengers (N=468) on the Washington State ferries were interviewed, 191 before the debate and 277 afterward. Of those interviewed after the debate, 168 reported watching the debate and 108 said they had not. Respondents were asked to select from a list of 12 attributes those that applied to the candidate in question, to associate each relevant attribute with a characterization of the candidate, and to complete questions regarding political party orientation. The results indicated that, after the debate, viewers more often saw Bush as "aggressive," "insensitive," "manipulative," "experienced," "a good speaker," and "shallow." After the debate viewers more often thought of Ferraro as "insensitive," "intelligent," and "compassionate." Thus, impressions of Bush appeared more subject to change, and the changes were often on attributes with negative connotations. The differences in characterization/attribute (C/A) relations were mostly between the before group and the postdebate viewer group, suggesting direct effects of viewing the debate. The observed changes in C/A relations suggest that there was no clearcut "winner" or "loser," as may have been intimated by the media. (HTH)

ED 259 358 CS 209 092

Creagh, Sara; Smeltzer, Larry

The Relationship of Communication to Productivity: Quality Circles as a Mediating Variable.

PUB DATE- Apr 84
NOTE- 8p.; In: Ramsey, Richard Davis, Ed. Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p177-183.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior; *Communication (Thought Transfer); *Communication Skills; *Employer Employee Relationship; *Group Dynamics; Interpersonal Communication; *Organizational Communication; *Participative Decision Making; Problem Solving
IDENTIFIERS- *Quality Circles

Quality circles, small groups of employees working voluntarily toward performance improvement, have become a popular business strategy in the past decade. When effective, the quality circle may be linked directly to the increased productivity of the work group. The quality circle process may be divided into four components: identification and study of the problems, presentation of solutions to management, implementation of the solution, and evaluation of the implemented solution. Quality circles may be viewed as the managerial application of small group communication research. Small group communication research indicates that group productivity rests on (1) goal specification, (2) coworker resources, and (3) task demands. However, without skilled communicators as quality circle members, much of the total energy of the group may be misallocated, drained by ineffective information processing, the hostilities of unresolved conflict and reticent participation. The vital link between the effectiveness of the quality circle and increased productivity is communication skill within the small group itself, the origin of new information input. Thus, the productivity of quality circles is determined largely by communication variables. (HTH)

ED 259 373 CS 209 138

Bissland, James H.
Teaching Information-Seeking Behavior and "Precision Public Relations" to Public Relations Students.
PUB DATE- 4 Aug 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
AVAILABLE FROM- James Bissland, Department of Journalism, Bowling Green State University, Bowling Green, OH 43403 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Educational Research; Higher Education; Instructional Improvement; Journalism; *Public Relations; *Research Design; *Research Methodology; Research Reports

Intended for teachers of public relations courses, this document describes the teaching of information-seeking behavior in an upper-level public relations techniques course. The paper discusses objectives, course concepts, course procedures, resources used, and the role of the instructors. It then describes secondary research projects, including a library field trip, an annotated bibliography exercise, problem definition, and an introduction to data bases and data base searching; and primary research projects, including designing, constructing, administering, processing, and analyzing the probability survey, as well as using the depth survey. Appendixes contain the course syllabus, criteria for judging student public relations programs, a course schedule, and several lists of resources. (EL)

ED 259 404 CS 504 969

Sanders, Keith R., Ed.; And Others

Political Communication Yearbook 1984.

REPORT NO.- ISBN-0-8093-1183-6
PUB DATE- 85
NOTE- 358p.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697,
Carbondale, IL 62901 ($30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Audience Analysis; *Communication (Thought Transfer); Communication Research; Communication Skills; Computer Oriented Programs; Elections; Information Theory; Mass Media Effects; *Politics; Public Opinion
IDENTIFIERS- *Political Campaigns; *Political Communication

Focusing on current scholarship in the evolving field of political communication, this publication is organized in three sections. Part 1, "Current Perspectives on the Spiral of Silence," features essays by Charles T. Salmon and F. Gerald Kline, Klaus Merten, Carroll J. Glynn and Jack M. McLeod, and a response by the theory's original positor, Elisabeth Noelle-Neumann. Part 2, "Computers and Political Communication: Analyses and Applications," presents essays by Roderick P. Hart and Robert G. Meadow addressing the question of how computer technology helps to shape what is learned and how this knowledge can be applied to political communication. Part 3, "Dimensions of Political Communication Analysis in the 1980s," includes essays by Michael Calvin McGee; Arthur H. Miller, Martin P. Wattenberg, and Oksana Malanchuk; Thomas A. McCain and Nadine S. Koch; Richard L. Johannesen; Robert L. Savage and Diane D. Blair; and James Combs presenting the leading theoretical and research interests current among students of political communication. Lynda Lee Kaid and Keith R. Sanders complete this volume with a "Survey of Political Communication Theory and Research." A selected bibliography is included. (EL)

ED 259 434 EA 017 795

Saxe, Richard
Interest Group Activities in Selected School Districts. Report of a Preliminary Survey.
PUB DATE- Sep 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Organizations (Groups); *Political Influences; Questionnaires; *Research Methodology; *School Districts
IDENTIFIERS- *Interest Groups

The first phase of an investigation of interest groups seeking to influence decisions about education provided data about such groups' identities, objectives, tactics, and effectiveness and more importantly, provided information about the data-gathering process that will improve efforts to expand the study of such groups. Nineteen of 30 superintendents from selected school districts who had previously participated in an informal program sponsored by the department of Administration at the University of Toledo (Ohio) responded to open-ended questionnaires. The responses revealed that the questions asked were probably given individual interpretations by the respondents. Classification of the results was thus impossible, though the range of results received enabled the investigators to develop preliminary classification schemes to use in conjunction with a more precisely formulated questionnaire that could draw a full range of responses from every respondent. The developed classification of groups by objectives divides interest groups into those of local origin and those affiliated with larger organizations, and into those making demands of the educational system and those providing support for the system. The classification by tactics matches the tactics used by the group with the group's intended targets. Groups are classified by effectiveness in terms of the extent to which they meet their own objectives. (PGD)

ED 259 449 EA 017 909

Ellis, Thomas I.

Motivating Teachers for Excellence. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Six.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Incentives; Inservice Teacher Education; Job Satisfaction; Need Gratification; Participative Decision Making; Professional Recognition; Rewards; Self Actualization; Teacher Administrator Relationship; Teacher Evaluation; *Teacher Morale; *Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS- ERIC Digests

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Administrators can therefore boost morale and motivate teachers to excel through participatory governance, inservice education, and systematic, supportive evaluation. (TE)

ED 259 464 EA 017 927

Franke-Wikberg, Sigbrit; Hult, Agneta

Professionalization and Education: The Proper Notions as a Preparation for Work.

SPONS. AGENCY- National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Higher Education; Interviews; Longitudinal Studies; Medicine; Opinions; *Outcomes of Education; Physicians; *Professional Education; Professional Recognition; Psychologists; *Role Perception; Self Actualization; *Self Concept; Social Cognition; Status; Values
IDENTIFIERS- *LONG Project (Sweden)

This paper describes a part of the LONG-project in Sweden, a study of the long-term ideological effects of higher education on students' notions of their surrounding world. Extending from 1978 to 1982, the main study of the LONG-project involved followup studies on 100 students representing four professional study programs: business administration and economics, medicine, psychology, and engineering. Through a series of qualitative techniques, students' notions of their future professional functions were examined at the beginning and toward the end of their education. Results for medicine and psychology students are reported here. A set of preliminary reference studies are first described, whose purposes included distinguishing the aims and content of these fields of study and trying to understand and explain students' notions. Extensive interviews with students revealed distinct categories of notions about their profession, which are listed and described. Thereafter, changes in these notions that took place during their education are shown through a series of tables and graphs. The paper concludes that there is more scope for criticism of society among professionally active psychologists than among physicians, whereas the relatively striking and unambiguous ideological transmission in medicine is an adjustment to the prevailing system. (TE)

ED 259 133 CE 041 758

Bulk Fuel Man.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.37g
PUB DATE- 84
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Correspondence Study; *Equipment Utilization; *Fire Protection; *Fuels; Hazardous Materials; Independent Study; Military Personnel; *Military Training; Postsecondary Education; Safety; *Safety Equipment; *Trade and Industrial Education
IDENTIFIERS- *Materials Handling

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the skills needed by bulk fuel workers. Addressed in the four individual units of the course are the following topics: bulk fuel equipment, bulk fuel systems, procedures for handling fuels, and safety and firefighting equipment and procedures. Each unit contains a general objective, a series of work units addressing a different subobjective, study questions, and answers to the study questions. Appendixes to the guide contain a glossary and information on equipment. A handbook for bulk fuel workers is also included with the guide. (MN)

ED 259 147 CE 041 827

Patterson, Carey D.; Blank, Thomas O.

Doubt, Struggle and Growth: A Profile of the Mature Woman in the Student Role.

PUB DATE- Mar 85

NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 1985). Summary of a Master's Thesis, Lehigh University.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Adult Students; *College Students; Community Colleges; *Females; *Nontraditional Students; Postsecondary Education; Problems; Reentry Students; *Role Conflict; *Student Attitudes; Two Year Colleges; Womens Education

This study was conducted to develop a profile of the mature woman who seeks a postsecondary education, to ascertain the personal and social reasons that influence an adult woman to return to school, and to describe the interpersonal adjustments that accompany this change in life-style. Data were collected via a 50-item fixed-response questionnaire that was completed by 151 older female students at two colleges (Cedar Crest Woman's College and Lehigh County Community College). In addition, relatives of two-thirds of the respondents completed the forms. The results of the study showed that the students responding were white (97 percent) and have had some previous college experience. The ages of the respondents ranged from 22 to 65 with the median category 30-34 years old. Sixty percent of the students were married, the majority of their husbands had college degrees, and the families were relatively affluent. Almost two-thirds of the women had children (four for older women, two for younger women). More than half of the respondents were employed. All of the participants viewed their education as a self-enriching, self-initiated experience for which they had long-term personal or professional goals. Most had superior academic performances. Based on the data obtained in this study, it was concluded that the major problem areas for these students were exam anxiety, time allotment, and role conflict. The women in this study struggled with doubts and overcame obstacles to continue their personal growth. (KC)

ED 259 161 CE 041 850

Heating, Air Conditioning and Refrigeration Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- 85

NOTE- 178p.; For related documents, see CE 041 851-852.

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Air Conditioning; Curriculum Guides; Evaluation Criteria; *Heating; Job Search Methods; *Job Skills; Learning Activities; *Maintenance; Occupational Information; *Refrigeration; Refrigeration Mechanics; Repair; Secondary Education; Skilled Occupations; *Trade and Industrial Education

This task-based curriculum guide for heating, air conditioning, and refrigeration is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by 14 duties: practicing soldering, bending, swaging, and flaring techniques; cutting, threading, and installing black iron pipe; servicing refrigeration and air conditioning systems; servicing pneumatic systems; servicing electronic systems; fabricating duct systems; designing systems; servicing electrical components; servicing gas burners; servicing oil burners; servicing forced air systems; servicing hydronic systems; servicing general heating systems; and using employability skills. Other contents include student and class achievement records, tool/equipment lists, and a bibliography. (YLB)

ED 259 174 CE 041 893

Hodge, Eileen A.
Learning Center Handbook. Supplement. Final Report.
Jefferson County Board of Education, Louisville, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 15 Mar 83
NOTE- 88p.; For the related handbook, see ED 215 106.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; Courseware; *Learning Laboratories; *Media Selection; *Microcomputers; Models; Secondary Education; *Vocational Education

The first of three sections of this handbook deals with the use of the computer in the learning resource center. A dictionary of computer terms is followed by a description of areas of computer use in the learning resource center. Information for first-time computer users is then provided, including use of the Apple microcomputer and care and use of diskettes and computers. Materials are also offered on purchasing a computer, the facilities and space needed to house a computer, standard equipment for a microcomputer system, and locating software. Other contents include a microcomputer comparison table, a list of educational software sources, sources of educational software information, manufacturers' addresses, list of computer catalogs, and addresses of computer associations. Section II offers a suggested organizational model of a high school learning resource center. Samples of task assignment sheets used in a curriculum are included. Examples of records used to manage learning resource centers are then provided. Section III is a bibliography. (YLB)

ED 259 202 CE 041 933

Klitzke, Elizabeth; And Others

Self-Evaluation Manual. Wisconsin Department of Public Instruction Secondary Vocational Program Evaluation Project.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Sep 85
NOTE- 278p.; For the team visitation guidelines, see CE 041 932.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Planning; Educational Planning; Evaluation Criteria; *Evaluation Methods; Guidelines; *Program Evaluation; Secondary Education; *Self Evaluation (Groups); State Programs; *State Standards; *Vocational Education
IDENTIFIERS- Evaluation Teams; Site Visits; *Wisconsin

The purpose of this self-evaluation manual is to provide the procedures and instrumentation through which vocational education program personnel may evaluate or re-evaluate the value and effectiveness of their program. The manual is based upon statewide goals and objectives of vocational education as determined in 1983 by the project advisory committee and project staff. These guidelines are meant to be used in conjunction with and as a first step prior to the external evaluation so that a comprehensive internal and external evaluation may result. The manual is organized in three chapters. The first chapter concerns self-evaluation, and provides information on preparation for the evaluation, conducting the self-evaluation, conducting a followup survey, coding instruments, and writing the self-evaluation report. In the second chapter, external evaluation is discussed. Information is given on team size, preparation for the visit, and roles during and after the visit. The final chapter of the manual suggests appropriate ways to use evaluation findings. Appendixes to the manual provide blank forms and sample forms for use in self-evaluation of vocational education programs. (KC)

ED 259 215 CE 041 957

Thiel, Kathleen K.
Reentry Programs for Dropouts in Adult Settings. Overview. ERIC Digest No. 45.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Programs; Adult Students; Continuing Education; Delivery Systems; *Dropout Characteristics; *Dropout Programs; Educational Needs; *Educational Practices; Educational Strategies; High School Equivalency Programs; Outreach Programs; Postsecondary Education; *Reentry Students; Student Characteristics; Student Needs; Technical Education; Two Year Colleges

Besides having to cope with the usual pressures associated with the transition to adulthood, dropouts must deal with the stigma attached to the fact that they are school dropouts. Research reveals that, for a variety of socioeconomic and psychological reasons, dropouts are generally less able to plan, less willing to work hard, and less skilled in writing. Programs available for out-of-school youths range from those sponsored by community colleges and public schools to those offered by educational agencies in conjunction with employment and training programs. Three particularly noteworthy types of reentry programs for dropouts in adult settings are programs sponsored by technical schools, outreach programs, and continuing education high school programs. In general, successful programs for young adults reentering the educational system are sensitive to the stresses faced by young adults, possess a warm and flexible environment, provide a clear understanding of what teachers expect of students, offer individual counseling and curricula relevant to individual student needs, and offer students continuous constructive feedback. (MN)

ED 259 420 CS 504 992

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 11p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Acting; American Indians; *Communication Research; *Doctoral Dissertations; *Drama; Dramatics; Graduate Study; Higher Education; Models; Monologs; Opera; *Oral Interpretation; Playwriting; *Theater Arts; Tragedy
IDENTIFIERS- Alaska; Colorado (Denver); England; Illinois (Chicago); Jacksonian Era; Macbeth

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles are as follows: (1) Physical and Oral Behaviors of the Solo Interpretive Performer; (2) Music in English Children's Drama; (3) Playwriting in the Maritime Provinces: 1845-1903; (4) Dance in Denver's Pioneer Theatres: 1859-1871; (5) The American Shakespeare Theatre: A Production History, 1955-1984; (6) The Vanquished Christ of Modern Passion Drama; (7) The One-Person Show in America: From the Victorian Platform to the Contemporary Stage; (8) Directing Tragedy: An Exploration of the Staging Problems and Stage History of Macbeth as a Tragic Form; (9) Native Americans as Shown on the Stage, 1753-1916; (10) A Poetic/Dramatic Approach to Facilitate Oral Communication; (11) Acting and Directing with the Aid of Music and Sound; (12) Playwriting Contests and Jacksonian Democracy, 1829-1841; (13) Rhetorical Strategies of Chicago Regional Theatres in the 1970's: A Case Study of Audience Development; (14) Theatre in Wartime Britain, 1793-1802; (15) Drama in Newfoundland Society: The Community Concert; (16) Gold Rush Theatre in the Alaska-Yukon Frontier; (17) The Play's the Thing: A Theatrical Model for Presenting Authors in the English Classroom; and (18) Drama in Opera: A Logic of Opera and of Opera Criticism. (DF)

ED 259 092 CE 041 193

How to Run a Consumer Week. A Planning Guide for Local Consumers.
Office of Consumer Affairs, Washington, D.C.
PUB DATE- 84
NOTE- 27p.; A kit of events, planning pointers, publicity ideas and useful ideas that have been tried and listed at Consumer Weeks (and Weekends) throughout the United States. For a related document, see CE 041 192.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Business; Community Programs; *Consumer Education; *Consumer Protection; Financial Support; Nonprofit Organizations; Program Development; *Program Implementation; Publicity; Secondary Education

This planning guide explains in detail how to set up and run a consumer week program in a school or organization. It begins with 10 golden rules for an effective consumer week. A section on planning a program analyzes the advantages and disadvantages of a week-long or weekend event, discusses balancing the major event categories, and describes three suggested programs: consumer weekend, extended consumer weekend, and consumer week. Planning a timetable is the focus of the next section. It lists planning pointers and considerations regarding meetings and group members. A sample planning timetable and checklist is provided. The section on publicity contains a conference/seminar planning checklist and describes suggestions for involving the news media and generating publicity. A brief section on money lists expenses and sources of financial support, goods, or services. The next section describes some events that have been part of recent Consumer Weeks. Useful tips, a checklist, sources of help, and other information are provided for these events: staffed exhibits, unstaffed exhibits, contests, consumer meetings, special advice sessions/consumer fair, special interest meetings, involving schools/adult education, and pamphlet or newspaper supplement. The final section contains information on National Consumers Week 1984. (YLB)

ED 259 103 CE 041 472

Wozniak-Stephens, Melaine

Vocational Programming for the LEP. Part 2: The Project Mainstream Experience.

Chicago City Colleges, IL. Truman Coll.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jun 82

NOTE- 87p.; For part 1, see ED 256 928.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); Korean; *Limited English Speaking; Postsecondary Education; Program Administration; *Program Development; Spanish Speaking; *Vocational Education

This monograph is intended as a resource for persons planning or administering a vocational program for limited English proficient (LEP) students. It describes the structure and operations of Project Mainstream, a bilingual vocational program serving Korean and Spanish speaking persons. Material is organized around three major topics. The first topic, "Planning," examines areas of concern in the process of establishing the project. Discussion covers needs assessment, financing, objectives, components, materials development, and scheduling of vocational training, bilingual assistance, Vocational English as a Second Language (VESL), and English as a Second Language (ESL) classes. The second section, "Student Services," gives a detailed account of the support structure provided for students and its development within the project. Student services described include recruitment, intake, registration, orientation, advising, vocational tutoring, bilingual tutoring, VESL, ESL, field trips, placement, and followup. The third topic, "Program Management," considers the responsibilities of the project staff and the relationship of the project to departments within the college in which it is housed as well as to the wider community. Staffing, staff development, recordkeeping, and budget management are addressed. Appendixes include project materials, lists of bilingual and VESL materials developed, and flow charts. (YLB)

ED 259 389 CS 209 161

Cooper, Charles R., Ed.
Researching Response to Literature and the Teaching of Literature: Points of Departure.
REPORT NO.- ISBN-0-89391-184-4
PUB DATE- 85
NOTE- 342p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($39.50 cloth, $22.50 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Theories; Higher Education; *Literature Appreciation; Models; *Reader Response; Reading Comprehension; Reading Processes; *Reading Research; *Research Methodology; *Teaching Methods; Teaching Models; Theories
IDENTIFIERS- *Response to Literature

Written for those who would like to seriously and systematically study response to literature and the teaching of literature, this book presents a review of the major theories that might inform research on response and a catalog of most of the promising research techniques. The book is organized into three parts: theories of response, ways to study response, and ways to study classroom instruction in literature. In the first part, topics and authors are as follows: models of reading, Norman N. Holland; commonalities of reader response, C. Barry Chabot; implications for research of the transactional theory of literature, Louise M. Rosenblatt; a comprehensive theory of response, Alan C. Purves; and basic issues in the area of reader response, Anthony R. Petrosky. Topics and authors in the second part are as follows: studies in the spectator role as an approach to response to literature, Arthur Applebee; discourse conventions and researching response to literary dialogue, Richard Beach; studying the perception of poetry, Eugene R. Kintgen; theoretical and methodological issues in the empirical study of metaphor, Andrew Ortony; the development of sensitivity to story structure, Shelley Rubin and Howard Gardner; the psychological study of story understanding, John B. Black and Colleen M. Seifert; verbal scales in research on response to literature, Gunnar Hansson; and Q-Methodology and English Literature, William Stephenson. The third part contains the following topics and authors: the identity of pedagogy and research in the study of response to literature, David Bleich; collaborative research on the effects of literary instruction in classrooms, Agnes J. Webb; studying response to literature through school surveys, James R. Squire; and evaluating the results of classroom literary study, Charles R. Cooper. (EL)

ED 259 118 CE 041 720

Kang, Suk; Bishop, John

The Effect of Curriculum on Labor Market Success Immediately after High School.

PUB DATE- 23 Apr 84
NOTE- 27p.; Presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Education; Business Education; *Education Work Relationship; Employment Opportunities; *Employment Patterns; Females; High Schools; Longitudinal Studies; Males; *Outcomes of Education; *Salary Wage Differentials; Salesmanship; Trade and Industrial Education; *Vocational Education; Vocational Followup; Wages; Young Adults

A study was conducted to determine the effect of participation in vocational education on labor market experience immediately after high school. Data were gathered in March and April of 1980 while the young people were seniors in high school, and again two years later. The first wave of data contained various measures of education and grades in school, participation in extracurricular activities, family background, work attitudes, career aspirations, and test scores. The second wave contained a complete history of jobs held since 1980 and post high school educational experiences and earnings. Three measures of the respondents' labor market success--earnings in 1981, number of months in which the respondent worked in the period between June 1980 and February 1982, and average hourly wage rates during that 21-month period--were defined from the second wave interviews. Data were gathered on a subsample of 1,712 for earnings in 1981 and number of total months, and of 1,256 for wage rates from a total of 12,000 persons on whom longitudinal data were available. Some of the results were the following: (1) males earned an additional $1,800 per year, worked an additional 1.4 months, and got paid 70 cents more per hour than females; (2) the positive impact of vocational coursework on wage rates and earnings was larger for men than for women; (3) trade and technical or other vocational courses had a large positive effect on the wage rates and earnings of men but almost no effect on those of women; and (4) the only type of vocational training that seemed to yield a significant immediate economic return to women was business and sales. The study also found that higher mathematics test scores increased the earnings of women but not of men, while high vocabulary test scores had the opposite effect. (KC)

ED 259 300 CS 008 063

Pronger, Ellinor L.; And Others
The Effects of Repeated Presentations of a Story on the Recall and Comprehension of Grade One Students.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (11th, Portland, OR, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Educational Theories; Foreign Countries; Grade 1; Learning Processes; Primary Education; *Reading Comprehension; Reading Instruction; *Reading Research; Reading Skills; *Recall (Psychology); *Schemata (Cognition)
IDENTIFIERS- British Columbia; *Repeated Readings

In a study to explore cognitive growth related to repeated listening to a story, the following questions were considered: (1) Do first grade students' recall ability and comprehension improve with repeated oral retellings of a story? (2) Is the students' recall ability related to their comprehension ability? and (3) Do the patterns of recall change with repeated oral retellings of a story? "The Gopher and the Rabbit" story was presented orally each day to 51 children in two first grade classrooms in British Columbia. Students individually retold the story, which was tape recorded and scored for recall and comprehension. Results showed that the ability of first grade students to recall a story increases after hearing a story three times, that first grade students use a story schema in their recall of the story, and that the ability of these students to answer posttreatment inferential questions about a story is not enhanced by hearing a story two or three times before being presented with the questions. These results confirm those of earlier studies in that students do have well-formed story schemata that they invoke in understanding new stories. This points to the need to use well-formed stories rather than the plotless passages of some basal readers. Also, stories need to be presented at least three times for significant growth in recall to occur. Finally, recall and inferencing seem to be two distinct processes. (EL)

ED 259 314 CS 008 096

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 14p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Cognitive Processes; Doctoral Dissertations; Elementary Secondary Education; Language Processing; Memory; *Reading Comprehension; *Reading Instruction; Reading Interests; Reading Materials; *Reading Research; *Reading Strategies; *Recall (Psychology); Student Motivation

IDENTIFIERS- Inferences

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) the effect of reading ability, mode of presentation, and passage familiarity on the general and precise comprehension of expository text; (2) a constructivist perspective on the reading comprehension process; (3) the effect of textual moves and dialogue on the reading comprehension of first grade children; (4) imagery, postquestions, and children's learning from prose; (5) the relationship between cognitive style, motivation, and reading comprehension achievement; (6) the effects of expository textual structure on the reader's ability to form inferences; (7) a function-based comparison of illustrations providing literal and analogical representations on comprehension of expository prose; (8) the effects of different kinds of questions on children's comprehension of stories; (9) an analysis of the process of ambiguity resolution; (10) the relationship among literal and inferential reading comprehension skills and selected cognitive processes; (11) an ethnographic study of comprehension in the beginning reading process; (12) a qualitative study of the elementary age child's interaction with story; and (13) reading as signification. (EL)

ED 259 359 CS 209 094

McCabe, Douglas M.

The Labor-Management Communication Process: Current Developments in Labor-Management Cooperation.

PUB DATE- Apr 84
NOTE- 7p.; In: Ramsey, Richard Davis, Ed. Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p193-198.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Conflict Resolution; Cooperation; *Employer Employee Relationship; *Grievance Procedures; Interpersonal Relationship; *Labor Relations; *Organizational Communication; *Participative Decision Making; Speech Communication; Vocational Adjustment

Two major developments have occurred in recent years in the area of labor-management relations, both of them based on the principle of cooperation, in contrast with the traditional adversarial stance of the two parties. The first is cooperation between management and its counterpart in the labor movement, union leadership; and the second is cooperation between management and, with the approval of union leadership, employees considered as individuals or members of small work groups. If a single word is to serve as the slogan of labor-management cooperation, it well could be the word "communication." Labor-management cooperation is increasingly on the agenda of the country's largest corporations and unions. Like any new idea, the concept of employee participation in making work life more meaningful and the company more prosperous will necessarily involve a long evolutionary period in business and industry. At the level of everyday practicality, probably the most vital aspect of the programs is intensive preliminary training--in advance of the installation of a program--that would involve the proper techniques of cooperation and communication for the benefit of every person in the corporation. (HOD)

ED 259 374 CS 209 141

Roth, Richard
Barriers to Discourse: Tautologies in Student Essays.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Cognitive Processes; Convergent Thinking; *Critical Thinking; *Discourse Analysis; Essays; Higher Education; Logic; *Logical Thinking; *Persuasive Discourse; Problem Solving; *Writing (Composition)
IDENTIFIERS- *Tautologies

Tautologies in student essays, arguments that most commonly assume the truth or self-evidence of themselves without relationship to something other than themselves, can be identified whenever an essay contains a series of nonsuccessive, noncumulative discourse units. Three kinds of tautologies in student papers are tautologies of redundancy, tautologies of substitution, and tautologies of agency. Some solutions are (1) using the ways of defining--opposing, comparing differentiating, and translating; (2) comparing summaries and paraphrases in terms of distinctions made, concepts formed, and inclusivity; (3) having a transformational sense of words and sentences; and (4) breaking equivalency chains by examining assumptions underlying the assertion of equivalency and by emphasizing differences. (EL)

ED 259 405 CS 504 972

Swanson, Charles H.
Their Success is Your Success: Teach Them to Listen.
PUB DATE- 19 Oct 84
NOTE- 23p.; Paper presented at the Annual Conference of the West Virginia Community College Association (Charleston, WV, October 19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aural Learning; *Classroom Techniques; Communication Skills; Language Processing; *Listening Comprehension; Listening Habits; *Listening Skills; Speech Communication; Teaching Methods

The techniques for effective listening can be identified by the acronym PAT, which stands for three sets of techniques--physical, attitude, and thinking. Four kinds of physical techniques promote effective listening: appropriate eye contact and normal blinking rate, facial feedback, appropriate body language, and appropriate verbal feedback. Two attitudes of the effective listener are selfishness, i.e., there must be something in this for me personally, and a lack of avoidance, while thinking strategies for effective listening involve being aware of nonverbal cues, studying organizational patterns of the communication delivered, and taking notes. Finally, a monitoring scale can provide feedback to students about their listening performance. (Appendixes contain references, a bibliography, and tables showing (1) listening skill use and listening skill instruction, and (2) the amount of time teachers spend teaching and students spend listening.) (EL)

ED 259 450 EA 017 910

Ellis, Thomas I.
Extending the School Year and Day. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Seven.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Elementary Secondary Education; *Extended School Day; *Extended School Year; Instructional Improvement; School Effectiveness; *Time Factors (Learning); *Time Management; *Time on Task
IDENTIFIERS- ERIC Digests

Arguments for lengthening the school day and/or school year are predicated on the notion that more time devoted to learning will yield proportionally higher achievement scores. Research reveals, however, that the correlation between time and achievement is far slighter than expected. The quality of instructional time is more important than quantity; moreover, the costs of extending school time are disproportionate to any resulting instructional gains. (TE)

ED 259 076 CE 040 890

A Guide to the DACUM Process at El Paso Community College. Faculty Participants.

El Paso Community Coll., Tex.

PUB DATE- 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; Community Colleges; *Competency Based Education; Cooperative Planning; Cooperative Programs; Criterion Referenced Tests; *Curriculum Development; Curriculum Guides; Educational Planning; *Education Work Relationship; Guidelines; *Material Development; Program Implementation; Relevance (Education); School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *DACUM Process

DACUM (Developing a Curriculum) is an approach to curriculum development that can also be used as a method of curriculum evaluation. To implement the DACUM process, a group of resource persons from the community works together to define the competencies or skills that are essential to a vocation. The result of the analysis is organized into a competency profile sheet. This profile sheet is then used to build the curriculum or to evaluate current curriculum content and organization. This manual, prepared for El Paso Community College faculty members, describes the DACUM process and provides guidelines for implementing it. The handbook is organized in 11 sections. The first two sections of the handbook provide an overview of the DACUM process and terminology, while the next two sections list faculty expectations of the DACUM process and provide guidelines for DACUM panel selection. Section 5 describes the curriculum model components; and the following three sections describe programs and competencies and set out guidelines for standardized course outlines and course syllabuses. Sections 9 and 10 provide guidelines for developing a criterion-referenced exam and a list of performance objectives. The final section of the guide contains blank forms to be used in the DACUM process. (KC)

ED 259 134 CE 041 797

Develop a Course of Study. Module A-8 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series. Second Edition.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-182-5
PUB DATE- 85
NOTE- 49p.; For related documents, see ED 249 393 and ED 255 669.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Case Studies; Check Lists; *Competency Based Teacher Education; *Course Content; Course Objectives; *Course Organization; *Curriculum Development; Evaluation Criteria; Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; Material Development; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); *Teaching Methods; *Vocational Education; Vocational Education Teachers

This learning module is one in a series of 127 performance-based teacher education learning packages focusing upon professional competencies of vocational teachers. The module consists of three learning experiences designed to (1) help prospective teachers gain an understanding of the purposes and basic components of a course of study, (2) critique the performance of a teacher in a given case study in developing a course of study, and (3) develop a course of study in an actual teaching situation. Included in each learning experience are some or all of the following: an overview, an enabling objective, an instructional test, one or more learning activities, a self-check activity, and model answers to the feedback exercise. The final learning experience also includes a checklist of performance criteria. (MN)

ED 259 148 CE 041 836

Employment and the Older Worker. A Summary of the Presentations. Statewide Conference (Columbus, Ohio, June 6-7, 1985).
Ohio State Dept. of Aging, Columbus.
SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.
PUB DATE- Aug 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Counseling; Computer Oriented Programs; Coordination; *Counseling Techniques; Counselor Training; Delivery Systems; Demonstration Programs; Disadvantaged; *Employment Counselors; Employment Programs; *Employment Services; Financial Support; Grants; Grantsmanship; Inservice Education; Job Development; Marketing; *Older Adults; Program Administration; Program Content; Program Implementation; Statewide Planning; Technical Assistance
IDENTIFIERS- *Job Training Partnership Act 1982; Ohio; *Older Workers

This publication contains summaries of the presentations from a conference on employment services for disadvantaged older workers. The opening remarks made by Joan A. Hammond and Kenneth M. Mahan are outlined. Summaries of the following papers are provided: "National Perspective on Older Worker Programs," by Ann Lordeman; "Older Worker Programs: Coming of Age," by Kenneth M. Smith; "Marketing Your Older Worker Program," by Max Elsman; "Recruitment of Older Workers," by Jodie Kelly; "Counseling Skills for Older Worker Staff," by Joseph McLennan; "Grantsmanship," by Linda Meadows; "Job Development Strategies," by Anna Yuan; "Getting to Know the Older Worker," by Harvey Sterns; and "Computer Applications for Employment and Training," by Frederick Grupe. Also provided are selected sources of information on proposal funding and synopses of information on exemplary programs that were delivered by the following persons: Sharon Wise and Kathryn Madison (Zanesville, Ohio); Esther Jackson and Helena Walsh (Cleveland, Ohio); and Anna Yuan (Chicago, Illinois). (MN)

ED 259 162 CE 041 851

Industrial Electronics Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- 85

NOTE- 177p.; For related documents, see CE 041 850-852.

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; *Electronics; Electronic Technicians; Evaluation Criteria; *Hydraulics; Job Search Methods; *Job Skills; Learning Activities; *Maintenance; Occupational Information; Repair; Secondary Education; *Trade and Industrial Education

IDENTIFIERS- *Pneumatics

This task-based curriculum guide for industrial electronics is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by six duties: performing related electronics activities; assembling sub-assemblies and complete units; testing components, assemblies, and systems; servicing components, assemblies, and systems; maintaining hydraulic and pneumatic systems; and using employability skills. Other contents include student and class achievement records, tool/equipment lists, and a resource list. (YLB)

ED 259 175 CE 041 895

Analysis of Michigan's Sex Equity Efforts in Vocational Education with Recommendations.

Western Michigan Univ., Kalamazoo. Center for Women's Services.

SPONS. AGENCY- Michigan State Advisory Council for Vocational Education, Lansing.
PUB DATE- Jan 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Comparative Analysis; *Educational Policy; Educational Practices; Enrollment; Enrollment Trends; *Equal Education; Financial Support; Needs Assessment; Nontraditional Occupations; Outcomes of Education; Policy Formation; Salary Wage Differentials; Secondary Education; *Sex Bias; *Sex Fairness; Sex Role; State Action; State Programs; State School District Relationship; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Michigan

Examination of data concerning such topics as enrollment in nontraditional vocational programs and comparative earnings of male and female vocational graduates indicates that efforts to reduce sex bias and sex role stereotyping in Michigan's secondary vocational programs have resulted in increased attention to the issue at the local level. Such efforts, however, appear to have limited impact on the student population, their parents, or their peers. Increases in the percentage of students electing nontraditional vocational classes were erratic and were not necessarily characteristic of sites that had been funded to train staff, disseminate nonbiased resources, or pilot a specific activity. It was recommended that the State direct its economic and technical resources toward developing a comprehensive model for local school districts to recruit and retain students in nontraditional programs; that sex equity efforts of the Vocational Technical Education services be coordinated with those of the State Department of Education; that monitoring of program development efforts in this area be continued; and that the State establish a comprehensive data collection system to gather more detailed information on job placement, vocational graduate earnings, and perceptions of vocational graduates. (Appendixes to this report include comparisons of earning of male and female vocational graduates, excerpts from Federal and State legislation on sex equity in education, and information concerning progress on planning directions for sex equity in Michigan.) (MN)

ED 259 188 CE 041 914

Interim Report on the Emergency Veterans' Job Training Act of 1983--Public Law 98-77.

Veterans Administration, Washington, D.C.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 3 Dec 84

NOTE- 264p.; For a related document, see CE 041 915. Document contains small type.

CONTRACT- V101(93)P-1014

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Employers; Federal Aid; *Federal Legislation; *Incentives; *Job Training; Program Administration; Program Effectiveness; Program Evaluation; Program Implementation; *Unemployment; *Veterans

IDENTIFIERS- *Emergency Veterans Job Training Act 1983; Korean War; Vietnam Veterans

The first interim report focuses on administration of the Emergency Veterans' Job Training Act, which established an emergency program of job training assistance for unemployed Korean Conflict and Vietnam-era veterans. It describes implementation processes undertaken by the Veterans Administration and the Department of Labor and their outreach and public information programs. An overview is provided of applicant processing. Counseling services, monitoring for compliance and accountability, and control of funds are also discussed. Procedures for overall program assessment are then outlined. Following the 17-page report are extensive attachments, including the text of the Act, procedural instructions for administration of the Act, information sheets on the job training program, news articles, forms, and the protocol for a study of program effectiveness. The second interim report examines the conduct of training in the Emergency Veterans' Job Training Program. Following an introduction, its three main chapters compare the characteristics of veterans certified as eligible for the program with the subset of certified eligibles who have been placed in training programs, examines the characteristics of participants and their training programs, and examines characteristics of employers approved to participate in the program and the training programs that they offer. (YLB)

ED 259 203 CE 041 942

Drunk Driving Public Information Program Strategies and Planning Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-806-680

PUB DATE- Jan 85

NOTE- 152p.

CONTRACT- DTNH-22-81-C-05093

AVAILABLE FROM- University of Michigan, Transportation Research Institute, 2901 Baxter Rd, Ann Arbor, MI 48109 (Videocassette containing public service announcements on loan only, 3 weeks).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Accident Prevention; Adolescents; Adults; *Alcohol Education; Alcoholism; Audiovisual Aids; Community Education; *Drinking; Educational Resources; *Program Development; Program Implementation; Public Affairs Education; Publicity; *Public Relations; Public Support; Safety Education; Traffic Accidents; *Traffic Safety; Young Adults

IDENTIFIERS- *Drunk Driving

This guide, designed to accompany a videocassette of selected television spots is a compendium of specific drunk driving topics and issues for each of the major planning steps of a public information program. The guide is organized around these steps, which are (1) select program strategies, (2) select target audiences, (3) select media channels, (4) select spokepersons, and (5) a management planning checklist. (Accompanying each topic in the section on program strategies are codes which refer to specific public service announcments--listed in this appendixes--that illustrate each topic.) The lists of strategies and issues were compiled from a review of campaign materials from organizations around the country. The intent of the book is to provide alcohol coordinators with the opportunity to read messages and planning ideas used by others and to provide suggestions for further development by local planners, advisory committees, focus groups, and advertising agencies working on the program. This resource is expected to be useful in writing public information plans and position statements, preparing speeches, briefing volunteers, studying for talk show appearances, and the like. Appendixes to the document list drunk driving public service announcements (description includes number on tape, title, length, production year, producing organization, place produced and Highway Safety Research Institute number) available through the authoring agency or state highway safety departments, describe alcohol's trip through the body, reconstruct an alcohol-related crash, and list drunk driving organizations. (KC)

ED 259 216 CE 041 958

Naylor, Michele
Jobs of the Future. Overview. ERIC Digest No. 46.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Needs; Education Work Relationship; Elementary Secondary Education; Employment Patterns; *Employment Projections; *Futures (of Society); *Job Training; *Labor Market; Lifelong Learning; Needs Assessment; Postsecondary Education; School Business Relationship; School Role; Skill Development; Technological Advancement; Technological Literacy; Transfer of Training; Trend Analysis; *Vocational Education

Although 6 of the 20 fastest growing occupations are associated with high technology, only about 7 percent of all new jobs projected for the remainder of the century will be in high-tech areas. Bureau of Labor Statistics data indicate that far more job openings will occur in low- and entry-level occupations than in highly skilled or professional occupations. Many analysts feel that it is still impossible to assess the impact of high technology on the labor market of the future and it seems highly unlikely that individuals will be able to hold the same job for the 40 or 50 years of their working lives. Therefore, vocational educators should concentrate on providing students with sound training in the basic and transferrable skills, encouraging student participation in a system of recurrent or lifelong education, and developing a program of technological literacy education that would begin in the elementary grades and extend through the postsecondary grades. Most planners agree that, even at the postsecondary level, vocational educators should emphasize development of transferrable skills and should, for the most part, leave job-specific training to those industries hiring vocational graduates. (MN)

ED 259 230 CE 042 014

Charns, Harold; Porter, Dennis

Computers in the Small Scale Construction Trades. Industry Applications and Education. Vocational Education Special Project, Final Report.

White (E.H.) Co., San Francisco, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 30 Sep 84
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Building Trades; *Carpentry; *College Programs; Community Colleges; *Computer Assisted Instruction; *Computer Oriented Programs; Construction (Process); *Mathematics Instruction; Microcomputers; Program Effectiveness; Two Year Colleges
IDENTIFIERS- Computer Assisted Design; Laney College CA; Merritt College CA

This project introduced microcomputers to small-scale construction trades programs through selected California community colleges. The computers were used for applications and computer-aided instruction in construction management and carpentry classes within the departments of vocational education. The project aimed to (1) define the uses for microcomputers in construction management and trades; (2) develop prototype applications and computer-aided instruction (CAI) software for use in the community college curricula; (3) develop training procedures for teachers and students; (4) evaluate the use of microcomputers; (5) refine and make available the applications and CAI software for other community colleges; and (6) involve the private sector in the problem analysis and project tasks. The project began with a survey mailed to the 42 California community colleges; of these only 9 responded, and only 2 were interested in participating in the study. The project, however, took place in three settings: a Merritt College introductory tools and techniques class; a Laney College wood technology class, and two two-week modules at the Santa Clara Carpenters Union Apprenticeship Training Center. Merritt College and the Santa Clara Apprenticeship Center both received remedial mathematics tutorial programs, while Laney College acquired a computer-aided design (CAD) program. The results of the project did not prove that the microcomputer was an effective mathematics tutor, and the CAD program was generally beyond the average students' capabilities. The computers, did, however, provide an acceptable classroom diversion and socialization factor. Recommendations were made for provision of training in microcomputers for teachers and sharing microcomputer software resources among community colleges. (KC)

ED 259 244 CG 018 345

Franzoi, Stephen L.; Sweeney, Paul D.

Another Look at the Relation between Private Self-Consciousness and Self-Attribution.

SPONS. AGENCY- Indiana Univ., Bloomington.
PUB DATE- May 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
GRANT- PHS-T32-MH-14588-07
AVAILABLE FROM- Paul D. Sweeney, Training Program in Social Psychology, 744 Ballantine Hall, Indiana University, Bloomington, IN 47405 (Reprint).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Bias; College Students; Higher Education; Individual Power; *Locus of Control; *Self Concept
IDENTIFIERS- *Private Self Consciousness

Research has associated high levels of private self-consciousness (PSC) with accurate self-knowledge and with behavior consistent with one's attitudes. A study by Buss and Scheier reported that privately self-conscious persons are more susceptible to attribution bias, the self-focus of such persons leading them to attribute their positive and negative outcomes to internal causes. Three studies, each a near exact or conceptual replication of that research, were conducted to examine this hypothesis. In the first study, undergraduates who tested high (N=40) or low (N=40) in PSC were asked to imagine themselves in eight hypothetical situations whose outcomes were either positive or negative and to estimate the degree of personal responsibility they would assume for the outcomes. In the second study, high PSC (N=56) and low PSC (N=62) undergraduates completed the Attributional Style Questionnaire while imagining themselves in a number of different success or failure situations and then while imagining another person experiencing the positive and negative outcomes. In the third study, a conceptual replication of Buss and Scheier was conducted with high (N=55) and low (N=46) undergraduates using an actual rather than a hypothetical outcome situation. In none of these studies did persons high in PSC make more internal attributions for events than those low in PSC. Various replication statistics were conducted, each showing that the attributional bias phenomenon reported by Buss and Scheier could not be corroborated. (NRB)

ED 259 258 CG 018 359

Hart, Anton H.

Becoming a Psychotherapist: Issues of Identity Transformation.

PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Identification (Psychology); *Individual Development; Professional Development; *Psychotherapy; *Role Perception; *Self Concept; *Self Congruence; *Therapists

Becoming a psychotherapist involves more than acquiring skills and knowledge. It involves a change in the way the psychotherapist trainee sees himself. Proponents of most psychotherapeutic modalities acknowledge that a clinician's fundamental clinical tool is his self. The therapist's self is involved in the spontaneous process of psychotherapeutic interaction and in the psychoanalytic concept of empathy. Trainees in psychotherapy must bring together their personal identity and the role of psychotherapist and must resolve the struggle between personal self and therapist self by splitting or by integration. When conceptualizing the development of the psychotherapist's identity, six aspects of that identity may be considered: (1) the unique interaction between the psychotherapist's personal identity and the professional role; (2) the feeling of being a psychotherapist as opposed to the feeling of playing the role of psychotherapist; (3) being or feeling like a therapist in one's day-to-day life; (4) identification with a particular psychotherapeutic figure, theoretical model, or institution; (5) the level of integration of personal identity and the professional role; and (6) the expectations that the psychotherapist has of his work. A better understanding of the identity transformation of psychotherapist trainees will facilitate both the teaching and the learning of psychotherapy. (NRB)

ED 259 272 CG 018 373

Juhasz, Anne McCreary
Guiding Adolescents toward Responsible Sexual Decisions.
PUB DATE- 85
NOTE- 14p.; For related documents, see ED 085 641 and CG 018 374.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abortions; *Adolescents; Adoption; Birth; *Communication Skills; Contraception; *Decision Making Skills; Elementary Secondary Education; Marriage; *Sexuality; *Skill Development; *Values Clarification
IDENTIFIERS- *Self Awareness

Many teenagers will be pressured by either external or internal forces to become involved in sexual experiences. Assuming that adolescents will be faced with the question of whether or not to have intercourse, that this will be an individual decision involving internal control, and that each individual will have to make that decision, it becomes clear that adolescents would benefit from assistance and training about how to make decisions. A cognitive learning approach to sexual decisionmaking could offer a means of helping young people use more thoughtful decisionmaking. Teachers and counselors are in an advantageous position to help students develop the skills necessary for responsible decisionmaking (self-awareness, communication, values clarification, decisionmaking itself) and to apply them to the critical areas of sexual intercourse, bearing children, using contraceptives, having an abortion, giving up a child for adoption, and marriage. Structured materials are available for counselors, teachers, and students which can be used in teaching or counseling, both with individuals who are sexually active and with those who are not. The best time for training in decisionmaking skills is before they are needed and a well-designed program beginning in pre- and early adolescence could prepare youth for this important task. (NRB)

ED 259 286 CG 018 387

Sheese, Ron; Radovanovic, Helen

W. G. Perry's Model of Intellectual and Ethical Development: Implications of Recent Research for the Education and Counseling of Young Adults.

PUB DATE- Jun 84
NOTE- 30p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Ottawa, Ontario, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Development; *Cognitive Development; College Students; Counseling; *Critical Thinking; *Developmental Stages; Higher Education; *Moral Development
IDENTIFIERS- *Perry Scheme of Intellectual Ethical Development

Liberal arts approaches to university education and many theories of counseling share as a goal the development of critical thinking in the individuals served. Such thinking requires the ability to consider the context within which one is working and the context within which the events and ideas under consideration occur. William Perry has described a sequence of development in university students which suggests that this ability is rare prior to the final years of university. According to the Perry model younger university students assimilate educational and other life experiences to a dualistic (right, wrong; true, false; etc.) world view, only gradually progressing to a relativistic view. The paper includes a review of recent research designed to evaluate the generality of the stages Perry observed. For the most part this research supports the early stages but not later ones. These later stages involve learning to deal with contradictions among various aspects of one's self. Others have dealt with a similar idea under the labels "dialectical logic" and "dialectical operations" (e.g., Basseches, Pascual-Leone) and agree that Perry is expecting dialectial thinking too early in adult development. A variety of stage theories of adult development of self will be reviewed in order to place Perry in this broader context. From this context curricula and counseling strategies which have recently been proposed on the basis of the Perry model will be evaluated. Emphasis will be placed on attempts to teach the process rather than particular products of thinking. (Author)

ED 259 329 CS 208 818

Hamilton, Mary Allienne
J. W. Gitt: The Cold War's "Voice in the Wilderness." Journalism Monographs Number Ninety-One.
Association for Education in Journalism and Mass Communication.
PUB DATE- Feb 85
NOTE- 44p.; Several pages may not be legible due to small print.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- Editorials; Freedom of Speech; Journalism; *Newspapers; *News Reporting; *News Writing
IDENTIFIERS- Cold War; *Gitt (Josiah W); *Journalism History; Progressivism

This journalism monograph deals with Josiah W. Gitt and his newspaper, "The Gazette and Daily," which existed from 1915 to 1970 and was referred to as "the voice in the wilderness" because of its stand on controversial issues. The monograph discusses the "Gazette and Daily," its views, Gitt's employees, the Progressives, the cold war, the red baiting of Gitt and his newspaper, the Wallace presidency, the Korean War, and the final years of the newspaper's existence (after 1950). The monograph points out that the "Gazette and Daily" became the only daily paper that consistently opposed postwar foreign policy, the only commercial daily newspaper in the nation to support Progressive Party candidate Henry Wallace's bid for the presidency, and the only tabloid newspaper to win the Ayer Cup, the all-class first prize for "excellence in typography, make-up and printing." (EL)

ED 259 344 CS 209 044

Chan, Joseph Man; Lee, Chin-Chuan
Political Ideology and News Organizational Control.
PUB DATE- Aug 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; Journalism; *Media Research; News Media; *Newspapers; *News Reporting; Policy Formation; *Political Influences; *Power Structure; Press Opinion; Social Problems
IDENTIFIERS- Hong Kong

Reporters in Hong Kong who were working for 21 Chinese-language newspapers were mailed questionnaires to elicit information on the following: how news organizations in a highly politicized environment exercise control on recruitment, policy direction with regard to the coverage of conflicting issues, and the resolution of possible conflicts between the press and journalists. Respondents were encouraged to return the questionnaire with the assurance of anonymity. The findings revealed that (1) political ideology of the press determines staff recruitment, policy governing the coverage of conflicting issues, and the resolution of conflicts between the press and journalists; (2) reporters are highly congruent with their employing organizations in terms of political ideology on a rightist-centrist-leftist continuum; (3) the party-owned press has a higher propensity to impose policy control over the coverage of social issues than the nonparty press; (4) reporters on occasion dispute policies; and (5) older reporters working in the party press tend to be more submissive to policy control than their counterparts in the nonparty press, and the more educated reporters are less compliant at both types of newspapers. (HOD)

ED 259 421 CS 504 993

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 8p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Developing Nations; *Discourse Analysis; *Doctoral Dissertations; Evaluation Methods; Language Usage; Listening; Persuasive Discourse; Philosophy; Public Opinion; *Rhetoric; *Rhetorical Criticism; Theories
IDENTIFIERS- *Rhetorical Theories; Theory Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 9 titles deal with the following topic: (1) the implications of Foucault's archeological theory of discourse for contemporary rhetorical theory and criticism, (2) isolating the behavioral correlates of deception, (3) the influence upon rhetoric of major philosophic changes in the concept of reason, (4) a neuropsychological framework for the assessment of competing theories of rhetoric as epistemic, (5) an integrated theory of public opinion, (6) international communications and the political economies of developing nations, (7) Reaganomics and the rhetorical emergence of the corporate citizen, (8) a rhetorical perspective for the study of scientific discourse, and (9) philosophical and psychological presuppositions in four theories of listening to rhetoric. (HTH)

ED 259 435 EA 017 798

Speaking Out. The 1984 CEA Poll of Canadian Opinion on Education.
Canadian Education Association, Toronto (Ontario).
PUB DATE- Aug 84
NOTE- 77p.
AVAILABLE FROM- Publication Sales, Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5, Canada ($8.00 Canadian).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; Foreign Countries; Governance; National Surveys; *Public Opinion; Statistical Data; Tables (Data)
IDENTIFIERS- *Canada; Gallup Poll

This report presents tables summarizing 2,109 Canadians' reported opinions on education from a 1984 survey conducted by the Canadian Gallup Poll under the direction of the Canadian Education Association. Data are included for Canada as a whole and are also broken down by region; by the respondents' age, sex, education, income, occupation, mother tongue, and community size; and by whether the respondent had children in school during the preceding 3 years. Summary comments, though not exhaustive, are offered for each item. Among the major findings were that (1) 78.8 percent of respondents felt schools were extremely important to future success; (2) respondents were more confident in Canadian schools than in other institutions; (3) 43.8 percent gave their local schools good grades; and (4) although 43.8 percent felt schools had improved since their own school days, another 36.3 percent felt schools had worsened; (5) the use of drugs, tobacco, and alcohol was the most frequently mentioned major problem facing schools; (6) respondents with children recently in school expressed the most positive opinions; (7) 47.6 percent of those polled desired more public say in school governance; (8) 66 percent expressed at least fair confidence in their local boards; and (9) respondents were evenly divided over acceptance of increased taxation. (Author/PGD)

Hart, Ann Weaver
Leadership Succession as Social Validation: The View from Inside the Principalship.
PUB DATE- Apr 85
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrator Role; Educational Environment; Participant Observation; Personal Narratives; *Phenomenology; *Principals; Quasiexperimental Design; Secondary Education; Social Development; Social Influences; *Socialization; Teacher Administrator Relationship; *Vocational Adjustment; Work Experience

This paper examines the social phenomenon of leadership succession in a school from the perspective of the successor, based on the author's own experience in succeeding to the principalship of a junior high school. Using a combination of participant observation, informal interview, and existing and collected documents, the study was designed to examine a native view of succession--how this principal made sense of the experience from the moment a succession was possible until the role of new leader no longer seemed useful for explanatory or interpretive purposes in the school. The interaction among groups and individuals separates the period of study into three parts: prearrival or pre-succession (April to August), the succession period (September to December), and post-succession (January to February). Two themes drawn from the data and from other succession studies surfaced immediately: personal traits and others' perception of successor's intentions. Four additional themes that dominated the experience are identified and discussed: (1) perceptions of actors developing across time; (2) actors' expectations; (3) environmental norms, conditions, and events in the school, district, and community; and (4) new social patterns, which developed gradually to a dominant position in the coded references. The discussion illustrates how each of these six themes delineate the three stages of succession. References are included. (TE)

ED 259 093 CE 041 208

Summer Jobs for Youth. A Public/Private Campaign. Project Administrator Handbook: A Technical Assistance Guide for Developing Summer Jobs for Youth in the Private Sector.

New York State Div. for Youth, New York

PUB DATE- 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Programs; Coordination; *Job Development; *Job Placement; Program Development; Program Evaluation; *Program Implementation; *Public Relations; School Business Relationship; Seasonal Employment; *Summer Programs; *Youth Employment; Youth Programs

This handbook provides information related to the development and implementation of a public/private venture in the development of summer jobs for youth. Chapter I briefly describes preliminary planning. Chapter II focuses on developing a task force, including its composition, recruitment, and responsibilities. Chapter III discusses activities of the Job Development Committee, including identifying employment opportunities, soliciting corporate contributions, establishing job development headquarters, organizing and directing activities of job developers, strategy for obtaining job pledges, and establishing a process for registration and followup of employer contracts/pledges. Examples, correspondence, and sample forms are attached. Chapter IV addresses matching the employment opportunity with an appropriate candidate. Topics are contracting eligible young people; identifying resource needs; applicant interviews; matching; eligibility, certification, application; orientation; and tracking placements. Sample forms are attached. Chapter V describes essential elements to an active public relations campaign: business leaders' kick-off, recognition event, recognition letters, media coverage, editorials, publications, press inquiries, speeches and meetings, advertising, and National Alliance of Business promotional assistance. Examples are attached. Chapter VI provides forms for evaluating a local campaign. (YLB)

ED 259 104 CE 041 488

Digest of Adult Education Staff Development Programs.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *English (Second Language); *Information Dissemination; *Interstate Programs; Networks; Program Descriptions; *Staff Development; *State Programs; Technical Assistance

This digest describes types of statewide programs for the training of adult educators. Eight types of programs involving 19 states are outlined, and contacts for each are given. These programs are included: Michigan Staff Development Collaborative, the Iowa Community College Telenetwork (or Telenet), Virginia Consultant Training Institute to disseminate 310 projects, Oregon Adult Education Talent Bank to provide technical assistance, multi-state conference to start networking with adult basic education and English as a Second Language staff from other states, state networks and centers, and staff development--state by state (a listing of directors and their addresses and telephone numbers for states that support a state staff development specialist or sponsor a staff development center). The final section identifies some new staff development resources. Two appendixes list, in alphabetical order by state, staff development projects and dissemination projects. Project title and funding, contact person with address and telephone number, description, and product are provided for each project. (YLB)

ED 259 375 CS 209 142

Enos, Theresa
The Technical Writer's Voice: An Empirical Study of "Ethos."
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Coherence; *Cohesion (Written Composition); Educational Change; Educational Theories; Higher Education; Language Styles; *Reader Response; *Rhetoric; Sentence Structure; *Technical Writing; *Writing Instruction; Writing Research
IDENTIFIERS- *Persona; *Writing Style

Seven people who both write and read various kinds of reports in their professions were asked to read and respond to identical sets of student reports over a four-month period in order to determine whether they responded to personae. Attached to each unevaluated and unidentified student report was a form with 15 different response areas that measured on a one-to-five scale the reader's response to the writer. Readers' responses showed that they differentiated between competence and character. The medians that reflected measurement of the writers' control over subject matter were relatively high and consistent. But the readers gave their most positive responses to writers whose reports projected a voice of active participation in the subject matter, a visible connection of self and subject. For those writers whose voice was, in comparison, objective, the response medians were lower. The one stylistic strategy that stood out clearly was the use of cohesive ties, especially the use of repetition. The data suggest the importance of the high number of oral elements in the reports that received the highest responses. The use of these oral elements calls for a rhetorical approach to technical communication. (HOD)

ED 259 390 CS 209 162

Special Report on English Language Arts. Illinois Secondary School Course Offerings, 1982.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- Jul 84
NOTE- 29p.; For the 1982 Special Report on Mathematics, see ED 248 113.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Courses; *Educational Research; *English Curriculum; English Instruction; *Enrollment; *Language Arts; Research Projects; Secondary Education; *State Surveys; Statistical Analysis

This report examines data, on English language arts courses, generated by the Illinois Census of Secondary School Course Offerings and Enrollments conducted in 1981-82. Data from the 1976-77 course census are also presented to illustrate stability or shifts in course offerings and enrollments. The first half of the document discusses the summary highlights; the English language arts course offerings; the English course offerings and related characteristics; changes and patterns in the English curriculum; goals, policies, findings, and implications; reading and writing; remedial reading and remedial English; gifted education; arts in education; and regulatory problems. The second half of the report contains data concerning the classification of schools studied, as well as the enrollments, length, number, and kinds of English classes offered. Tables of findings accompany the text. (EL)

ED 259 406 CS 504 973

Mosvick, Roger K.
Communication Practices of Middle Managers and Technical Professionals in Four Large-Scale High-Technology Industries.
PUB DATE- 82
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Business Communication; Business Correspondence; *Communication Research; Interpersonal Communication; Job Skills; Occupational Information; *Speech Communication; *Technical Occupations; Technical Writing

A communication activities audit was completed by managers and technicians (N=213) from four high technology industries in a study conducted to examine the scope and kinds of communication activities of these professionals. Respondents' responsibilities ranged from lower middle-management/technical professional to senior-level management/technical professional. The amount of general activities in which these respondents estimated they were involved each week was on the high side compared with findings of similar surveys taken in other environments. They reported that they were engaged in business related types of communication for approximately 83% of their working day, presumably spending the other 17% in nonbusiness, social, or personal activities. The dominant mode of communication for this group was oral communication of various kinds, in which they spent two-thirds of their total communication time, compared to one-third spent working in a written communication mode (writing, reading, or analyzing documents.) While interpersonal communication was ranked as most important to their jobs, the two activities that accounted for the least amount of time--small group communication and managerial and technical presentations--were ranked second and third in importance. (HTH)

ED 259 451 EA 017 911

Ellis, Thomas I.
Microcomputers in the School Office. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eight.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computers; Computer Software; *Data Processing; *Educational Administration; Elementary Secondary Education; Information Networks; Information Storage; Interschool Communication; *Management Information Systems; Man Machine Systems; *Microcomputers; Organizational Communication; School Security
IDENTIFIERS- ERIC Digests; Local Area Networks

Microcomputers can vastly improve the efficiency of data management, data analysis, and communications in the school office, but implementation should be carefully planned, with attention to relative cost for benefits obtained, appropriateness of software and hardware, and potential security risks. (TE)

ED 259 077 CE 040 892

Mark, Jorie Lester, Ed.; Campbell, Joyce Fowlkes, Ed.
Business-Industry and Union Providers of Basic Education in the Workplace.
American Association for Adult and Continuing Education, Washington, DC.
PUB DATE- 15 Jan 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Employer Employee Relationship; High School Equivalency Programs; *Inplant Programs; *Labor Education; On the Job Training; Outreach Programs; Program Descriptions; *Unions

This publication highlights business, industry, and union efforts--independent of or collaborative with the public sector--to provide employees with the basic education they need to do their jobs. The 34 employee education programs sketched here are considered to be cost-effective when compared to the cost of recruiting and training replacement workers, and because they treat such corporate problems as absenteeism, low morale, and high turnover. Other benefits that can be derived from the programs include improved communication, greater job satisfaction, reduced machine time due to operator error, and greater on-the-job safety. Each program description in this document provides information on the scope of the program, the sponsor, an address, and a person to contact. The last page of the document is a blank form for other providers of workplace education programs to describe their programs and send them to the authors of this directory for future reference. (KC)

ED 259 119 CE 041 728

Barnes, James L.; Windham, Billy L.
Computer Applications in Technology.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 371p.
AVAILABLE FROM- Extension Instruction and Materials Center, Division of Continuing Education, University of Texas, Austin, TX 78712 (Stock No. IA 009 I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Computer Oriented Programs; *Computer Science Education; Computer Software; *Industrial Arts; Instructional Materials; Learning Activities; *Management Information Systems; *Robotics; Secondary Education; Technical Education; Technological Advancement
IDENTIFIERS- *Computer Assisted Drafting; *Computer Assisted Manufacturing

This publication, one of a series of instructional manuals for industrial arts education, is designed to assist teachers as they plan and implement new courses to create environments that integrate classroom learning with students' real life experiences. The material is organized in seven instructional units. Each unit consists of objectives, key words (vocabulary), teaching aids (including transparencies), suggested references, a sentence outline of the unit, materials for students (such as exercises, charts, and graphs), suggested student activities, tests, and test keys. The seven units cover the following topics: introduction to computer applications, industrial computer applications, management information systems, computer-aided manufacturing, computer-aided drafting, computer numberical control, and robotics. Computer programs for various applications are printed in appendixes to the document. (KC)

ED 259 135 CE 041 800

Older Worker Employment Comes of Age: Practice and Potential.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jan 85
NOTE- 170p.
CONTRACT- DOL-99-2-3132-50-31
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Responsibility; *Change Strategies; Community Programs; *Employment Opportunities; Employment Potential; *Employment Practices; Employment Problems; Employment Services; Equal Opportunities (Jobs); Individual Needs; Job Placement; Marketing; *Policy Formation; *Public Policy; Retraining; School Business Relationship; State Action
IDENTIFIERS- *Older Workers; *Private Sector

This strategy development guide is designed to assist private sector, local and state public sector, and community organization personnel in expanding employment prospects for older workers. Addressed in the individual chapters of the guide are the following topics: the status of older workers; older worker employment issues; public, private, and community policies and practices relating to employment of older adults; employer and labor initiatives; State and local policy actions; community-based efforts; and development of strategies to increase employment opportunities for older workers. Concluding the guide are lists of references and resource organizations. An appendix to the guide includes descriptions of various research projects that were sponsored by the National Commission on Employment Policy and that deal with older workers. (MN)

Tobias, Sigmund
Implications of Wellness Models for Educational and School Psychology.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 84
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change Agents; Computer Assisted Instruction; *Counselor Teacher Cooperation; *Educational Innovation; *Educational Psychology; *Educational Research; Elementary Secondary Education; Instructional Systems; Reading Comprehension; *School Psychologists; Student Behavior; *Student Development; Study Skills; Test Anxiety
IDENTIFIERS- Wellness

Data from the public health field indicate a shift in emphasis from treatment models to wellness models which focus on individuals' health and how to maintain it. Similarly, school psychologists can enhance and maintain students' competence, thereby reducing the need for remediation. This would create a new role for psychologists in the schools, a specialty in educational school psychology. An educational school psychologist would strive to build students' competence by educating school personnel about research developments which can improve student competence, by implementing intervention approaches, and by conducting research and evaluation to determine the effectiveness of interventions and to generate and expand knowledge. Specific examples of these functions for the educational school psychologist include: (1) educating teachers about research findings which relate teacher practices to student achievement; (2) offering in-service training to teachers on behavior modification techniques which have been found to be effective in improving student achievement and behavior; (3) developing school materials in accord with instructional system design; (4) helping teachers prepare adjunct questions for text materials and teaching students metacognitive strategies to improve reading comprehension; (5) demonstrating to teachers the usefulness of criterion referenced tests; (6) developing programs of computer-assisted instruction; and (7) conducting study skills training programs and test anxiety reduction training programs for students. These activities are samples only. Continuing research will modify and expand these functions and more effective interventions will be developed. The vital functions for the educational school psychologist are to train others in order to have the important multiplier effect, and to keep abreast of new developments as they occur. A five-page list of references concludes the document. (NRB)

ED 259 273 CG 018 374

Juhasz, Anne McCreary
Responsible Adolescent Sexual Behavior: Are We Expecting Too Much?
PUB DATE- 85
NOTE- 17p.; For related documents, see ED 085 641 and CG 018 373.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Cognitive Development; *Decision Making; Developmental Stages; Elementary Secondary Education; Learning Theories; Physical Development; *Responsibility; *Sexuality

Learning and developmental theories establish a basis for realistically evaluating expectations for responsible sexual behavior by adolescents. Knowledge of the ways in which individuals learn and of the characteristic developmental levels and stages of an individual's physical, cognitive, and psychosocial development should be applicable in guiding adolescents toward responsible sexual decisionmaking. A developmental-learning model for responsible behavior in children would involve a progression of situational experiences, and learning would take place through modeling, imitation, reward, and punishment. As children reach adolescence, their developmental concerns center on individual growth, self-knowledge, and identity consolidation. For most, the formal operations level of cognitive skill required for decision-making is not yet attained. Teenagers are dependent upon outside sources for accurate information and for models, mentors, and guides. The extent to which youths demonstrate responsibility in their sexual behavior bears a direct relationship to what they are taught. Society, and the institutions and adults in it, must recognize and accept its responsibility for helping to prepare adolescents to be responsible sexual decisionmakers; it is unrealistic to expect youth to do it on their own. (NRB)

ED 259 287 CG 018 388

Ramey, Luellen
The Human Response to Technological Development.
PUB DATE- Jun 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Coping; Counselor Role; *Humanization; Individual Development; Stress Variables; *Technological Advancement

Technological development and our human potential are two of the greatest challenges facing humankind today. The appropriate response to technological development seems to be to shape it for positive and productive human uses. Just as America once shifted from an agricultural economy to an industrial economy, we are now shifting from an industrial economy to an information processing economy. The primary technologies which will deeply influence this post-industrial society are advanced computer technologies, telecommunications, robotics, and biotechnology. These technological developments will cause a considerable shift in jobs by creating a demand for specialized technicians and decreasing the demand for unskilled labor. As we progress technologically, personal adjustment problems become more prevalent. Whenever new technology is introduced into society, there needs to be a counterbalancing human response; counselors and other helping professionals will be sought for their assistance in this response. There are three significant areas of constructive coping: the emotional level, the physiological level, and the behavioral level. By discovering our potential as human beings through taking charge of our own lives, through achieving balance in our lives, and through constructive coping, we participate in the evolution of the human race and develop the inner knowledge required to guide our exploration of technology. (NRB)

ED 259 301 CS 008 075

Jolley, Jeanne Swafford
Metacognition and Reading: Theoretical Background and Implementation Strategies for Classroom Teachers.
PUB DATE- Mar 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Educational Theories; Elementary Secondary Education; *Interaction; *Learning Activities; *Metacognition; *Reading Instruction; *Reading Strategies; Teacher Guidance; *Teacher Student Relationship; Teaching Methods; Teaching Models
IDENTIFIERS- *Reader Text Relationship

The ultimate goal of reading instruction is to develop independent readers. To become independent, students must be in control of their own thinking processes. They must be aware of cognition and the conscious use of metacognitive processes. Instruction in metacognition will help students gain control over their own thought processes. Interaction is also an extremely important aspect of explicit instruction--interaction between teacher and student, teacher and text, student and text, and student and student. To assist students in the development of metacognitive skills and strategies, a variety of activities and techniques may be utilized. Teaching procedures that stress the modeling of metacognitive strategies, promote interaction between teacher/student/text, and provide opportunities for practice result in the increased comprehension of text. Such procedures might include teacher directed activities and teacher modeling, prereading activities, activities during reading, postreading activities and ongoing activities. (The paper includes implementation strategies for each teaching procedure.) (HOD)

ED 259 315 CS 008 097

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 11p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrators; Annotated Bibliographies; Computer Assisted Instruction; Decision Making; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; English Instruction; Feedback; Higher Education; Inservice Teacher Education; Instructional Innovation; Oral Language; *Reading Instruction; Reading Research; Reading Teachers; Schemata (Cognition); Speech Communication; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education; Teacher Effectiveness; Teaching (Occupation); *Writing Instruction

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics including the following: (1) a descriptive survey of the attitudes and perceptions of speech communication faculty concerning computers and computer assisted instruction; (2) a planned course reading component; (3) practical knowledge of language in teaching; (4) an investigation of reading specialists in education; (5) reading teachers' reactions to a field test of a computer assisted instruction reading program; (6) secondary English methods courses; (7) the relation of the elementary school principal to the improvement of reading; (8) the influence of oral language transactions on developing literacy; (9) the socialization of beginning elementary school teachers; (10) an analysis of secondary teachers' conceptions of reading; (11) the effects of using an instruction strategy based on schema theory; (12) the effect of a feedback system on teacher performance in writing conferences; (13) teacher feedback and practices during guided oral reading; and (14) the attitudes of non-English faculty toward the teaching of writing. (EL)

Cerbin, William
A Study of Young Children's Comprehension of Metaphorical Language.
PUB DATE- 82
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Comprehension; Figurative Language; *Language Processing; *Language Research; Language Skills; Linguistic Performance; *Metaphors; Preschool Education
IDENTIFIERS- *Salience

A study was conducted to examine some of the cognitive and linguistic factors that influence metaphor comprehension in young children. Presupposing that (1) the similarities between the topic and the vehicle in a metaphor comprise the metaphor's ground, (2) salience is the degree of prominence of a characteristic in relation to a concept, and (3) a directed comparison occurs when the topic is examined in terms of the vehicle (for example, "the surgeon is a butcher," where the surgeon is the topic and butcher is the vehicle), it was predicted that high salience grounds would be easier for children to identify than mixed salience grounds and that directed comparisons would be easier to comprehend than nondirected ones. Subjects were 72 preschool children, who were asked to identify the grounds between word pairs in statements that varied in salience, directed or nondirected linguistic form, and ordering of salience (topic to vehicle or vehicle to topic). The results indicated that the children were sensitive to the linguistic form of the statements and were able to identify the grounds of statements that were based on ordered, mixed salience that typifies metaphors. Mixed salience grounds were more difficult than high salience grounds. The children did not appear to engage in the type of directed processing that is most efficient for understanding metaphor. (HTH)

ED 259 345 CS 209 054

Smith, Sandra J.
The "Magazine Methodology Mess" of the 1970s.

PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Audiences; Business; Content Analysis; *Media Research; *Periodicals; Publishing Industry; *Research Methodology; *Research Problems
IDENTIFIERS- Advertising Industry; *Business History; Readership Analysis

Throughout most of the 1970s, the two major competing syndicated services measuring consumer magazine audiences utilized different methodologies in gathering magazine audience measurements and released somewhat differing figures. A study was conducted to explore the historical developments of W.R. Simmons and Associates Research, Inc. (Simmons), and Target Group Index (TGI) of the Axiom Market Research Bureau, from 1972 to their consolidation in 1979. Developments in these two services were analyzed using brief textbook synopses and trade press coverage of the events. Advertiser and media planner reactions to these events were also examined. The results indicated that, while the advertising industry was at first wary of TGI in 1972, the inconsistencies between its 1973 data and those of Simmons started an outcry for improved measurement methods that peaked in 1975. Pressure for a basic study of methodologies mounted following the release of Simmons's 1974-75 data, after the company had suspended its fieldwork the previous year due to legal costs. The 1979 merger of the two services was based on financial concerns rather than industry pressure. Differences are still evident between the figures produced by the two services, although the outcry has quieted, presumably because the industry acknowledges that more than one way to measure audiences exists. (HTH)

ED 259 360 CS 209 097

Michal-Johnson, Paula
The Performance-Appraisal Interview: An Alternative to Simulation.
PUB DATE- Apr 84
NOTE- 12p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984) p103-112.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Communication; Case Studies; *Class Activities; Education Work Relationship; *Employment Interviews; Higher Education; *Interpersonal Communication; Interpersonal Competence; *Job Performance; Personnel Evaluation; Role Playing; Simulation; Student Evaluation; Teacher Role; *Teaching Methods

Offering instruction in performance appraisal (PA) skills as well as in selection interviewing contributes to business communication students' potential for finding the most appropriate job and keeping it. Students and faculty can benefit from the recognition that in appraisals of performance effective communication behavior is a key indicator of success on the job. Employee interpersonal communication skills are cited as among the top factors influencing a high performance rating. One of the most prevalent approaches to training for the PA is the case study exercise. However, its weaknesses create problems for students in identifying with the content and the process of the PA. A reality based approach can overcome these weaknesses by creating a one-on-one correspondence between the appraisal process as it occurs in business and industry and the assignment administered in class. This necessitates a two-part assignment: the informational interview related to the profession of the student's choice, and the PA interview. Students submit tapes of their informational interview for review, and then undergo a performance evaluation with the instructor. While this method requires a great deal of time, students in these interviews generate a higher degree of commitment than students who role-play in case studies. The assignments can often be more relevant for students than their courses, and the informational courses and interview allow them to establish job contacts. (HTH)

ED 259 422 CS 504 994

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 14p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; *Communication Research; *Communication Skills; *Doctoral Dissertations; Higher Education; Information Theory; Intercultural Communication; *Interpersonal Communication; Job Satisfaction; Marriage; Nonverbal Communication; *Speech Communication; Speech Curriculum

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) job satisfaction as related to individual functional dominance and job description functional dominance; (2) familiarity as a variable in anticipated communication; (3) the relationships between interpersonal behavior orientation and T-group interactions for members and leaders; (4) two-way communication adjustment scores and marital adjustment; (5) communication with parents of gifted children; (6) effects of message order on memory for a request for help; (7) the development of the interpersonal communication curriculum at Northeast Missouri State University; (8) alignment talk in marital conversation; (9) political opinion change in parent-adolescent dyads: the influence of communication activities; and (10) the effect of cognitive complexity on interpersonal communication satisfaction and perceived confirmation. (DF)

Drake, Jackson M.

Alternative Student Programs.

PUB DATE- 25 Apr 85
NOTE- 24p.; Paper presented at the National Association of Secondary School Principals Institute (San Antonio, TX, April 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Assessment; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Nontraditional Education; Outcomes of Education; Program Evaluation; Student Behavior; Student Needs; Student School Relationship; Success; Vocational Education

Alternative educational programs can meet the needs of students for whom traditional educational methods are inadequate at less than it would cost to modify the standard educational programs to accommodate all student types. Although such programs have grown more visible in the United States in recent years, alternatives have been available since colonial days. Students whose needs are not met in traditional programs often lose self-confidence and adopt counter-productive behaviors. To helps such students, alternative programs must maintain awareness of their own transitional natures, their role among mutually supportive institutions, and their responsibility for teaching students to control their own lives. Alternative programs might prove most valuable for dealing with disruptive students. Program effectiveness can be measured by how well students are prepared for participating in society; thus, academic and behavior measures are appropriate. Results so far have been inconclusive but have suggested that further research into alternative program effectiveness could prove advantageous. Clearer goals, more thorough planning, and increased consistency and community involvement appear essential. Experience also suggests that alternative programs should operate within established administrative and curricular structures, and that evaluation measures should be included in planning. (PGD)

ED 259 105 CE 041 500

Competency-Based Vocational Education in North Dakota.
North Dakota State Board for Vocational Education, Bismarck.; North Dakota Univ., Fargo. Dept. of Business and Vocational Education.
PUB DATE- Nov 83
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Auto Mechanics; Behavioral Objectives; Carpentry; Classroom Techniques; *Competency Based Education; Educational Benefits; Educational Needs; Electronics; Evaluation Criteria; Health Occupations; *Mastery Learning; Occupational Information; *Recordkeeping; Secondary Education; State Curriculum Guides; *State Standards; *Student Evaluation; Teaching Methods; Technical Writing; Trade and Industrial Education; *Vocational Education; Welding
IDENTIFIERS- *North Dakota

This package consists of eight booklets dealing with competency-based vocational education (CBVE). The first booklet is a brochure outlining CBVE in North Dakota. The second booklet, an instructional unit written for vocational education teachers, deals with the characteristics and components of mastery learning and competency-based instruction. Discussed in the third booklet are procedures for reporting learner mastery of tasks in a CBVE program. The remaining five booklets are validated occupational profiles and task listings for the following subject areas as taught in North Dakota CBVE programs: automotive mechanics, carpentry, health occupations, welding, and electronics. (MN)

ED 259 149 CE 041 837

Stocksdale, Cathy J.
Working Together: JTPA and SCSEP.
Ohio State Dept. of Aging, Columbus.
SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.
PUB DATE- Jun 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Advocacy; *Agency Cooperation; Check Lists; Community Services; Comparative Analysis; Cooperative Planning; Cooperative Programs; Coordination; Delivery Systems; Educational Cooperation; Employment Programs; *Employment Services; Financial Support; *Job Training; Program Administration; Program Content; Program Costs; Program Descriptions; Resource Allocation; Resources; Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982; Ohio; *Older Workers; *Senior Community Service Employment Program

This guide is designed to assist older worker program operators and managers as well as advocates for older workers in the field of employment and training. Described in the first two sections are the major components of the Job Training Partnership Act (JTPA) and the Senior Community Service Employment Program (SCSEP). The next two sections analyze similarities and differences between the two programs. Steps for coordinating JTPA and SCSEP are set forth, and strategies for implementing and administering successful cooperative programs are examined. Concluding the guide are a summary and brief bibliography. Appendixes to the handbook include a description of the employment services provided by the Central Arkansas Area Agency on Aging, a discussion of the Gaining Resources for Older Workers (GROW) program, lists of service delivery area (SDA) and planning and service area (PSA) directors, a directory of Ohio SCSEPs, a checklist for working with other agencies, a breakdown of JTPA 3 percent older worker program allocations for Ohio, and an SDA map for Ohio. (MN)

ED 259 163 CE 041 852

Small Engine and Related Equipment Repair Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 390p.; For related documents, see CE 041 850-851.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Engines; Equipment Utilization; Evaluation Criteria; *Job Search Methods; *Job Skills; Learning Activities; Occupational Information; Safety; Secondary Education; *Small Engine Mechanics; *Trade and Industrial Education

This task-based curriculum guide for small engine and related equipment repair is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by 17 duties: practicing small engine safety; practicing shop-related skills; using employability skills; using shop tools and equipment; servicing and repairing four-cycle engines, ignition systems, electrical systems, lubricating systems, fuel systems, cooling systems, starting systems, and two-cycle engines; servicing general equipment; practicing measurement; servicing and repairing motorcycles; servicing and repairing outboards; and performing engine related skills. Other contents include student and class achievement records, tool/equipment lists, and a bibliography. (YLB)

ED 259 176 CE 041 896

Whitmer, Melvin
Industrial Electrical Maintenance Learning Guides and Task Listing by Occupational Titles.
Lake County Area Vocational Center, Grayslake, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 244p.
CONTRACT- R-99-25-X-0000-499
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Appliance Repair; Automation; Behavioral Objectives; Competency Based Education; *Electricians; *Electricity; Electronics; Electronic Technicians; *Fluid Mechanics; Job Skills; Learning Activities; *Maintenance; Postsecondary Education; Robotics; Secondary Education; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Manufacturing; Computer Technicians

Seven student learning guides are provided for an industrial electrical maintenance program at the secondary, postsecondary, or adult level. Each learning guide is composed of these component parts: a title page that states the task, purpose, program and task numbers, estimated time, and prerequisites; an optional learning contract that includes terminal performance and intermediate objectives; materials for each intermediate objective; and a criterion exam. For each objective some or all of the following may be included: learning steps/activities and related resources, information sheets, procedure sheets, activity sheets, and a self-help evaluation instrument. The learning guides cover the following seven tasks: identifying fluid system schematic symbols, describing unified technology concepts, identifying fluid system components, connecting fluid system valves, connecting fluid system actuators, connecting venturi vacuum generator, and describing pressure and force in a fluid system. An appendix contains a competency-based task listing by job titles for the industrial electrical maintenance program. (YLB)

ED 259 189 CE 041 915

Oversight Hearing on the Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session. September 21, 1984.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 84

NOTE- 130p.; For a related document, see CE 041 914.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Employers; Federal Aid; *Federal Legislation; Hearings; *Incentives; *Job Training; Program Administration; Program Effectiveness; Program Evaluation; Program Implementation; *Unemployment; *Veterans

IDENTIFIERS- Congress 98th; *Emergency Veterans Job Training Act 1983; Korean War; Vietnam Veterans

Testimony from a congressional hearing to evaluate the implementation and administration of the Emergency Veterans' Job Training Act includes statements, a letter, a report, and written committee questions and their responses from Representatives in Congress and individuals representing the American Legion; Veterans Administration Regional Offices in Pittsburgh, New Orleans, Boston, Seattle, and Indianapolis; National Association of Concerned Veterans; state directors of veterans' employment in Texas, Maryland, California, Illinois, and New Jersey; Vietnam Veterans of America, Inc.; Veterans of Foreign Wars; Veterans Employment and Training Programs, Department of Labor; Veterans' Administration; Disabled American Veterans; Vietnam Veterans Leadership Program; and AMVETS. (YLB)

ED 259 217 CE 041 959

Naylor, Michele
Role of Vocational Education in Transition Services for Handicapped Youth. Overview. ERIC Digest No. 47.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); Cooperative Planning; Coordination; Delivery Systems; Demonstration Programs; *Disabilities; Educational Benefits; *Educational Cooperation; Education Work Relationship; Elementary Secondary Education; Federal Legislation; Linking Agents; Postsecondary Education; School Business Relationship; *School Role; *Special Education; *Transitional Programs; *Vocational Education

Vocational education, special education, and vocational rehabilitation are the three primary providers of school-to-work transition services to handicapped youth. Each of these three sectors has a vital role to play in the following aspects of transition services: identification, assessment, individualized program planning, program implementation and training activities, service delivery systems, employment services, and architectural barrier removal. By working to coordinate and avoid unnecessary duplications in their services, vocational and special educators and vocational rehabilitation practitioners can achieve substantial cost savings, reduce gaps in service, maintain continuity in services to clients, share state-of-the-art information and approaches, and develop joint political action campaigns. To improve coordination among the three primary providers of transitional services to disabled youth, practitioners and policymakers must work to resolve conflicting pieces of pertinent Federal legislation, address problems relating to duplication of services, obtain increased cooperation of business, and develop linkages on a one-to-one level. Various exemplary programs addressing current problems in coordinating transition services do exist and are described in the literature on transitional services for handicapped youth. (MN)

Newitt, Jane; And Others
School-to-Work Transition Programs: A Policy Analysis. Final Report.
Hudson Inst., Croton-on-Hudson, N.Y.
SPONS. AGENCY- Jobs for America's Graduates, Inc., Washington, DC.
REPORT NO.- HI-3654-RR
PUB DATE- Jan 84
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Disadvantaged; *Educational Needs; *Educational Policy; Educational Practices; *Education Work Relationship; Job Placement; Models; Needs Assessment; Program Content; Program Costs; Program Design; *Program Effectiveness; Program Implementation; Secondary Education
IDENTIFIERS- Comprehensive Employment and Training Act; *Jobs for Americas Graduates; Job Training Partnership Act 1982

A policy analysis examined existing school-to-work transition programs in order to identify and evaluate the arguments for a national initiative to provide school-to-work transition services to high school seniors who are poorly equipped to obtain and retain jobs after graduation. To gather data for the study, the researchers conducted a literature review and consulted with experts in the field of school-to-work transition programs. Based on their analysis, the researchers determined that transition service packages emphasizing classroom instruction for job readiness are much cheaper and easier to administer than are those programs emphasizing work experience during students' senior year in high school. One highly successful example of the school-based approach was Jobs for America's Graduates (JAG), a program that served 6,800 high school students in eight states during 1982-1983 at a per-student cost of $900. After making a detailed analysis of the organizational structure and staffing of JAG, the researchers recommended a national initiative for improving school-to-work transition that would be permanent, would provide services to a broader segment of the population than the Job Training Partnership Act, and would maintain enough flexibility to allow for the adjustment of performance standards over time. (MN)

ED 259 245 CG 018 346

Cole, Lois H.
Consideration of Ethnic Variables in the Assessment of Frail Elderly.
PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Cultural Awareness; *Cultural Background; Ethnic Groups; *Ethnicity; *Immigrants; *Medical Services; *Needs Assessment; *Older Adults

In order to appropriately assess the needs of the frail elderly, and to establish effective treatment plans and goals, ethnic variables must be considered. Ethnicity can affect individuals in various ways as they age. One's sense of self and perception of others in later life are influenced by the values and traditions of one's ethnic heritage. Ethnicity affects the informal supports and resources available to the frail eldely and their acceptance and use of community services. Nationality, urban or rural background, number of generations removed from immigration, age at immigration, reason for immigration, and the historical period of immigration all have prominent roles in the understanding of frail elderly immigrants. Family relationships and expectations, religion, health and medical care, and nutrition and diet are significant factors in assessing and planning for their care. In dealing with ethnic individuals, it is important to know how various groups approach growing older and meet the changes that come with old age and death. Among different nationalities there are different perceptions of aging, different definitions of problems, and different solutions, especially who is responsible for solving the problems of aging. In the assessment process, workers must consider the elderly client as an individual, a member of a minority group, and also as belonging to a specific ethnic group. (NRB)

ED 259 391 CS 209 164

The Productivity of Plain English.
Department of Commerce, Washington, D.C.
PUB DATE- 83
NOTE- 17p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-000-00584-4, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; *Business English; Expository Writing; *Language Usage; *Oral Language; Technical Writing; Writing (Composition); Writing Improvement; *Written Language
IDENTIFIERS- *Language Simplification

Focusing on a meeting held in January 1983, this pamphlet describes the Forum on the Productivity of Plain English, from which grew the permanent Plain English Forum, which is committed to spreading the message that plain English is good business. The pamphlet includes quotations from leaders in business and industry explaining why they feel that plain English is a management tool that improves their customer relations. It also lists people who attended the forum and the topics of discussion, which include different approaches to plain English, plain English and the law, the social benefits of plain English, and the cost benefits of plain English. (EL)

ED 259 452 EA 017 912

Ellis, Thomas I.
Teacher Competency: What Administrators Can Do. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Nine.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; Screening Tests; Staff Development; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; *Teacher Recruitment; Teacher Salaries; *Teacher Supervision; Test Validity
IDENTIFIERS- ERIC Digests

Recent concern for the quality of education has placed pressure on school administrators to assess and upgrade the competency of their teaching staff. No simple formula exists for measuring teacher competency, however, nor are any new methods guaranteed to improve the quality of instruction. Nevertheless, through a combination of clinical supervision, teacher evaluation, inservice education, incentive programs, and instructional leadership, administrators can upgrade the competency of their staff and increase the likelihood of attracting and retaining competent and devoted professionals in their classrooms. (TE)

ED 259 466 EA 017 930

Michaletz, James E.
An Effective Approach to Curriculum Change: Planning, Implementation, and Evaluation.
PUB DATE- 9 Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (St. Louis, MO, April 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Curriculum Design; *Curriculum Development; Educational Assessment; Educational Cooperation; *Educational Planning; Elementary Secondary Education; Formative Evaluation; *Long Range Planning; Models; Organizational Communication; *Organizational Objectives; Participative Decision Making; Program Implementation; Summative Evaluation

This essay presents an approach to substantial and long-range curriculum change in three stages: planning, implementation, and evaluation. Planning, to which three quarters of the paper is devoted, is defined as a deliberate, collaborative, continuous process of determining and providing for the most effective manner to implement a change. The most important components of this definition, discussed in depth, include (1) deliberative and determining, (2) collaborative, (3) future-oriented, and (4) structured/flexible. A planning model that includes implementation and evaluation is then outlined and discussed in seven sequential steps: (1) identification of the change, (2) formation of a support group, (3) assessment, (4) future awareness, (5) analysis, (6) action plans, and (7) evaluation. The evaluation process is threefold, consisting of, first, an evaluation of the whole planning process, then an evaluation of the change itself, and finally a formative evaluation for assessing future plans. (TE)

ED 259 094 CE 041 215

Shirk, John C.

The Invisible Network of Learning in a Small Community (and Brief Comparative Analysis of Two Adult Learning Studies).

PUB DATE- Apr 85

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *Community Education; Community Resources; Educational Resources; *Experiential Learning; Interest Research; *Interests; *Lifelong Learning; *Networks; Postsecondary Education; Student Motivation

IDENTIFIERS- *Washington (Port Townsend)

This project was conducted in Port Townsend, Washington, to discover whether an invisible network of learning existed and to determine its characteristics. A total of 196 respondents were interviewed in the study. They included persons knowledgeable about learning in the community, providers of learning experiences, and a random sample of 75 names selected from the Port Townsend telephone directory. Data about community learning were also gathered from bulletin boards, local newspapers, and conversations. Five months of observations resulted in the discovery of an "invisible network of learning" in Port Townsend that contributed to the vitality of the city. Randomly selected respondents (50) participated in a total of 320 learning activities. The five most often used resources for these learning activities were "own selves," friends, own books and magazines, other resources, and family. Some of the learning experiences in which respondents were engaged included taking responsibility for a troubled child, designing a switch for a vacuum cleaner, lapidary work in Arizona, growth in family relationships, raised bed gardening, foster care for the elderly, computer classes, and sailing lessons. Learning providers included businesses, artisans, physicians, churches, government agencies, and individuals. Their motives for providing the experiences included the need to be involved, the need to deal with life crises, the need to preserve dying arts, and the need to earn an income. The researcher came to the conclusion that living is learning and learning is often supported by an invisible community network of a wide range of resources. (KC)

ED 259 204 CE 041 943

Lewis, Frank D.; Roessler, Richard T.
Conversation Skills Training for Rehabilitation Clients. Trainer's Manual.
Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 84
NOTE- 173p.
GRANT- G0083C001010/02
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71902 (Trainer's manual--$6.00; CST Skill Response Cards--$2.50; Conversation Cue Card Set--$1.50; Cassette tape set--$17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; Classroom Techniques; *Communicative Competence (Languages); Cues; Guidelines; *Language Proficiency; *Language Skills; Learning Activities; Lesson Plans; Skill Development; *Speech Communication; Student Evaluation; Teaching Methods; *Vocational Rehabilitation
IDENTIFIERS- *Conversation

This training package consists of materials for use in helping vocational rehabilitation clients develop conversational skills. The first item in the package is a trainer's manual that includes 11 lessons dealing with the following topics: when to start a conversation, the components of a conversation, greetings and opening remarks, techniques for showing interest, follow-up questions, ways of expressing a compliment, self-disclosure, techniques for ending a conversation, ways of deciding when a person does not want to talk and a review. Each lesson includes some or all of the following: a list of materials needed, trainer instructions, and a transcript of the lesson audiotape. An appendix to the guide contains a transcript of a sample student assessment tape. A set of conversation skills training cards and a set of conversation cue cards are also included in the package. (MN)

ED 259 376   CS 209 145

Edwards, Bruce L., Jr.
The Functions of Literacy: The Past as Future/The Future as Past.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Technology; Educational Theories; Elementary Secondary Education; English Curriculum; *Literacy; *Microcomputers; Reading Skills; Social History; *Social Values; *Technological Advancement; *Writing Instruction; Writing Skills

In Western culture literacy encompasses a constellation of values and beliefs far beyond what might be attributed to the mechanical ability to read and write. Many people prize literacy as an end in itself, and attribute to it a whole spectrum of values and social privileges disproportionate to its actual functions in society. They forget that writing ability is a human invention created to satisfy specific needs in a society. This ambivalence toward literacy is exemplified in the skepticism with which teachers have met the intrusion of computers into the English curriculum. Cowering at this technological invasion, some seem to fear that computers may signal the end of literacy. The old literacy fostered writing--transcription, a particular technology; the new literacy facilitates composing, leaving the medium of creation open. Computer technology bridges both present and past, and past and future. Understanding the past functions of literacy and how new technologies usurp their place can free teachers from the bondage of time and linearity, helping them to embrace the future. (HOD)

ED 259 407 CS 504 974

Bronstein-Greenwald, Eva M.; Waxman, Ilene A.
Children's Ads Don't Just Sell, They Also Teach Language Well.
PUB DATE- May 85
NOTE- 55p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; Child Development; Child Language; *Childrens Television; *Language Acquisition; Language Skills; Models; Nonverbal Communication; Speech Communication; Speech Skills; *Television Commercials; *Television Research; *Television Viewing

Prompted by the concern of parents and educators with both the process of a child's language acquisition and the amount of time spent watching television, a content analysis of children's television commercials was conducted to see if this form of mass media could be used to stimulate language skills in children. The 36 commercials were drawn from children's classic cartoons that aired in the early morning before children attended school. The language skills under examination were semantics, syntax, morphology, phonology, and pragmatics. Also recorded were the use of cliches and slang words, the inclusion of foreign accents and voice deviations, the pacing of commercials and the kind of visual stimuli offered and whether these stimuli corresponded to the verbal language offered in the commercials. From the findings it was concluded that television commercials served as excellent speech and language models in that more abstract words and complete sentences were featured. Grammatically correct sentences with good articulation and voice modulation were also evident. In addition, commercials offered good pragmatic skills such as turn taking, speaker sensitivity, prosocial models, and the logical order of events. (HOD)

ED 259 078 CE 040 914

Ostenson, Alan; Kemp, Margaret R.
Career Education Tips for Home Teachers of Grades 4, 5, & 6.
Alaska State Dept. of Education, Juneau.
PUB DATE- 84
NOTE- 7p.; For related documents, see CE 041 915 and CE 041 918.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Career Awareness; *Career Education; *Career Exploration; Correspondence Study; Decision Making; Education Work Relationship; Employment Potential; *Guidelines; *Home Programs; Intermediate Grades; Job Skills; Money Management; Self Evaluation (Individuals); Student Attitudes; *Teaching Methods

This booklet contains suggestions for parents (or teachers) who teach children at home (grades 4-6) to use in providing information on careers. The booklet covers the following topics: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, beginning competencies, and employability skills. Three to seven suggestions are listed under each of these topics. (KC)

ED 259 120 CE 041 739

Luter, Robert R.
Business and Personal Services Marketing, With an Emphasis on Entrepreneurial Opportunities. A Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 28p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. DE 332 S, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Administration; *Business Education; Business Skills; Distributive Education; Employment Opportunities; *Entrepreneurship; Individualized Instruction; Job Skills; Learning Activities; *Marketing; Postsecondary Education; Producer Services; Secondary Education; *Service Occupations; Services; *Small Businesses

This publication, one of a series of self-contained instructional manuals for students in marketing and distribution, deals with the field of personal services marketing and covers job opportunities, career possibilities, and future planning for entrepreneurship. Addressed in the individual units of the guide are the following topics: the business and personal services industry; competencies needed for marketing (basic competencies in mathematics and communications, social skills, economic concepts, sales and merchandising skills, management and administrative competencies, and beginning tasks and duties expected in the service industry); and career opportunities in business and personal services marketing including entrepreneurial considerations for establishing a day care center, an equipment rental service, a building maintenance service, and a recreational vehicle park). Each unit contains some or all of the following: unit objectives, instructional text, notes, questions, and suggested projects. (MN)

ED 259 136 CE 041 804

Management and Organizational Technologies of Chinese Rural Youth Programs. A Scientific Exchange of Rural Youth Programs between the U.S.A. and the People's Republic of China (April 8-30, 1982).

Extension Service (DOA), Washington, D.C.

PUB DATE- 82
NOTE- 83p.; Some photographs may not reproduce clearly.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Cooperative Planning; Cooperative Programs; Coordination; *Educational Cooperation; Educational Needs; Educational Planning; Educational Policy; Educational Practices; *Exchange Programs; *Extension Education; Foreign Countries; Linking Agents; Needs Assessment; Policy Formation; Postsecondary Education; Program Administration; Program Improvement; Rural Areas; *Rural Education; Secondary Education; Student Organizations; Technical Assistance; Vocational Education; *Youth Programs
IDENTIFIERS- *China

An official delegation of Americans representing the U.S. Department of Agriculture and the National Association of State Universities and Land Grant colleges visited the People's Republic of China (PRC) to study the management and organization of the Chinese agricultural extension systems and to identify areas for the Chinese authorities to review for development of their rural youth programs. The delegation identified the following major sources of youth programming in China: the All-China Youth Federation (ACYF), the Communist Youth League, the Young Pioneers, science and technology associations, children's and youth palaces, government offices in charge of rural youth programs, and student unions. Chinese and U.S. officials agreed that the Chinese need to strengthen their extension outreach system and to improve the linkages between agricultural research and extension. The U.S. delegation recommended the following actions: development of an agreement between the ACYF and the National 4-H Council, formulation of agreements between individual universities in the PRC and the United States, and implementation of a pilot project to test the feasibility of undertaking rural youth exchanges between individual youth science and technology associations in China and cooperative extension services in the United States. Twenty-two black and white photographs illustrate the text. (MN)

ED 259 190 CE 041 917

Systematic Evaluation of the "Forests in Schools" (SIS) Project.
National Swedish Board of Education, Stockholm.

PUB DATE- Jun 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; Educational Research; Education Work Relationship; Foreign Countries; *Forestry; *Lumber Industry; *Program Evaluation; *School Business Relationship; Secondary Education; Student Attitudes; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Forests in Schools Project; *Sweden

The purpose of an inquiry was to study the feasibility, content, mediation, and results of the Swedish "Forests in Schools" (SIS) project, an example of a link between schools and working life (the latter represented by forest enterprise in general). It also sought to describe and, if possible, explain the effects of the activities conducted at the senior level of compulsory school. Data included interviews with students, teachers, workers, and the forest industry; results of a test on forests and the forest industry administered to students; and student questionnaires. The forest enterprise joined the SIS project mainly for information dissemination. Schools sought to augment their contacts with working life. The content of the project included inservice teacher training and student activities (ground clearing, seedling planting, field trips). The collected information indicated that the knowledge conveyed to students about working life in the broad sense was not unduly penetrating; no reliable differences were revealed between participating students and other students; participating students acquired additional knowledge of biology and certain skills, depending on activities in which they took part; and roughly half the students who completed SIS activities adopted a neutral attitude toward SIS. (YLB)

ED 259 274 CG 018 375

Drake, Roger A.; Sobrero, Andrea Powers

Lateral Orientation Determines Strength of Personality Influences on Self-Attributions.

SPONS. AGENCY- Western State Coll. of Colorado, Gunnison.
PUB DATE- Aug 84
NOTE- 29p.; Results of Experiment 1 of this study were presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 23-27, 1984).
AVAILABLE FROM- Roger A. Drake, Department of Psychology, University of Colorado, Boulder, CO 80309.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Attribution Theory; *Auditory Stimuli; *Behavior Patterns; *Cerebral Dominance; College Students; Higher Education; *Lateral Dominance; *Personality Traits
IDENTIFIERS- *Self Consciousness

Two enduring questions in psychology concern the effects on behavior of traits and of attitudes. One method of altering the relative influence of traits or attitudes is by manipulating the activity of those areas of the brain which attend more to the self or to the external environment. Two experiments were conducted to test whether manipulation of lateral orientation can alter patterns of brain activity and thereby produce greater or lesser contributions to behavior of previously measured traits and attitudes. In Experiment 1, 37 right-handed undergraduates completed the Private Self-Consciousness Scale several weeks prior to listening to taped messages and assigning attributions to outcomes described in the messages. Results indicated that subjects who listened only with their right ear produced self-attributions consistent with their trait of self-consciousness, while those who listened only with their left ear did not respond consistently with their self-consciousness trait. In Experiment 2, 28 right-handed undergraduates completed a measure assessing attitudinal orientation toward affirmative action. Subjects later listened with their right ear only, left ear only, or with both ears, to a taped, hypothetical court case involving affirmative action, and then responded as a juror. The results indicated that behavior varied directly with attitude for subjects who listened with their right ear only, but not for those who listened with their left ear only or with both ears. It is argued that consistency is a better explanation for these effects than is availability. (NRB)

ED 259 288 CG 018 389

Kurtz, P. David

A Profession at Risk: A Comparison of School Social Workers and Attendance Workers.

PUB DATE- 2 Feb 85
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance Officers; Cost Effectiveness; Elementary Secondary Education; *Employee Attitudes; *Employment Qualifications; *Job Analysis; Job Performance; *Salaries; *School Social Workers; Student Personnel Workers; Work Attitudes
IDENTIFIERS- Georgia

Although school social workers (SSW's) are one of the few resources in the schools primarily designated to prevent and remediate personal and social problems that contribute to underachievement and deviant student behavior, many SSW's in Georgia are being replaced by noncertified attendance workers. Some educators claim that these attendance workers perform similar functions and cost less than certified social workers. In a study examining this claim, mailed surveys covering 10 areas of worker tasks or responsibilities were completed by 57 attendance workers and 124 certified SSW's. The ten areas covered were school attendance, assessment of children, direct services to children, services to teachers, services to parents, special education services, leadership and planning, liaison to community, liaison to human service agencies and the juvenile court, and child abuse and neglect services. The results of the survey revealed that masters level school social workers attached significantly greater importance to most of the service areas and more frequently performed tasks in most of the areas than did attendance workers. The results also showed that the majority of attendance workers' salaries were equivalent to SSW's, suggesting no economic advantage to hiring attendance workers rather than certified social workers. (NRB)

ED 259 302 CS 008 077

Ehri, Linnea C.

Learning to Read and Spell.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 1 Apr 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- HD-12903-01; NIE-G-77-0009; NIE-G-83-0039
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); Early Reading; Elementary Education; *Language Acquisition; Phoneme Grapheme Correspondence; *Phonics; Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; Reading Strategies; Semantics; *Spelling; *Verbal Learning; Visual Learning; Word Study Skills

Focusing on research about children's acquisition of reading and spelling skills, this paper discusses the larger picture of reading acquisition, issues addressed by research, and results of this research. The paper cites numerous studies on the subject, including studies on whether environmental print experiences enable young children to process graphic cues, how beginning readers get started using graphic cues to read words, whether beginning readers could learn to read words more easily using visual or phonetic cues, how phonetic cue readers learn to read and spell words and how they differ from cipher readers, how beginning readers acquire a lexicon of printed words, how spelling can perform a mnemonic function, and how children's memories function for words containing silent letters. Other studies tested the theory that creating and storing a special spelling pronunciation for words should boost memory for the spellings, examined the influence of spellings on children's conceptions of phonemes in words to see if learning spellings would alter children's ideas about speech, and observed whether spellings influence pronunciations. Conclusions and results of the studies are provided. References and tables of findings are included. (EL)

ED 259 316 CS 008 098

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cloze Procedure; *Communication Research; *Communication Skills; Comparative Analysis; Doctoral Dissertations; Elementary Secondary Education; Error Analysis (Language); Higher Education; Models; *Reading Comprehension; Reading Diagnosis; *Reading Research; *Reading Tests; *Student Evaluation; Test Reliability; Test Validity

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) the effects of rating errors on the speech rating process, (2) the efficiency and accuracy of informal assessment procedures in determining instructional reading levels in the elementary school, (3) reading proficiency discriminators derived from definitions of reading based on a national survey of competency tests for grade 11 from 133 large urban school districts, (4) an administrative model for monitoring the teaching of student assessment standards in communication, (5) the relationship between concept of story and a standardized measure of reading comprehension, (6) differences in student comprehension resulting from the use of a probing technique, (7) the effect of different peer performance discrepancy decision rules on the proportion of elementary school students determined eligible for special education assessment in reading or math, (8) the development and validation of a reading attitude assessment instrument for junior high school students, (9) recalculation of four traditional and two cloze-derived readability formulas, (10) a comparison of two models for individual scoring of National Assessment of Educational Progress's 1979-80 reading/literature data for 17-year olds, and (11) an elementary school program for effective acquisition of basic skills. (HTH)

ED 259 331 CS 208 893

Milz, Vera E.

A Psycholinguistic Description of the Development of Writing in Selected First Grade Students.

PUB DATE- 82

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; Developmental Stages; Educational Philosophy; Grade 1; Language Acquisition; Primary Education; Psycholinguistics; *Skill Development; Writing Evaluation; *Writing Improvement; Writing Instruction; *Writing Processes; *Writing Readiness; *Writing Research; Writing Skills

IDENTIFIERS- Stylistics

A study was conducted to examine writing development in first grade children. The writings from an entire classroom were collected. From these, six children's writings were chosen for cross-sectional analysis. Two children from this group were then selected for further in-depth case studies. Interviews, parent surveys, and observations were used to monitor children's writing development. The results indicated that first grade students were able to construct meaningful messages in writing, but that the school setting as well as societal attitudes can influence children to focus on the conventions of writing while ignoring the need for writing to have meaning. The results also indicated that first grade students were able to learn to write in a way similar to the way they learned to speak: through social interaction and experiences with others. Their writing contained some salient features that adults produce in their writing. Finally, the results indicated that children focused on conventions of writing, as they realize that print conveys a message and that by using certain conventions they aid the reader in understanding their message. The various writing conventions develop at different rates depending on how crucial they are to the writer's ability to construct meaning for the reader. (HTH)

ED 259 346 CS 209 055

Smith, Sandra J.

Advertising Agencies: An Analysis of Industry Structure.

PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Business; Business Cycles; *Industrial Structure; *Media Research; *Organizational Development
IDENTIFIERS- *Advertising Agencies; Industry Trends

Noting that advertising agencies have not been examined as a collective industry, this paper looks at the development and structure of the advertising agency industry. The first portion of the paper discusses the development of the agency. The remaining two sections deal with trends in and the structure of the industry including: (1) the growth of independent services, (2) the rise of "in-house" agencies, (3) increased multinational expansion, (4) the acquisition and merger movement, (5) the movement away from the traditional compensation system, (6) the growth of market demand, (7) the ease of industry entry and survival, (8) industry concentration, and (9) product differentiation. (HTH)

ED 259 361 CS 209 098

Wilson, Gerald L.
Conveying the Performance Appraisal: The Research and Its Implications.
PUB DATE- Apr 84
NOTE- 11p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p113-122.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Skills; Communication Research; Employer Employee Relationship; Employment; *Evaluation Criteria; *Evaluation Methods; Industrial Personnel; *Interviews; *Job Performance; *Organizational Communication
IDENTIFIERS- *Performance Appraisal

Results of an examination of research literature on performance-appraisal interviewing and its implications are presented in this report. The appraisal interview functions to (1) provide feedback on performance, (2) counsel and provide help, (3) discover what the employee is thinking, (4) teach the employee to solve problems, (5) help the employee discover ways to improve, (6) set performance goals, and/or (7) discuss compensation. Important appraiser characteristics are credibility, a consistent style between day-to-day behavior and interview behavior, and the ability to engage in active listening. Employee participation in the performance-appraisal process involves preparation for the interview (by engaging in self-rating and working through a structured worksheet) and actual participation in the interview, including goal setting. The research suggests the need for students to be trained in skills involving supportive behavior, problem solving, active listening, and goal setting theory. (EL)

ED 259 392 CS 209 165

Salomone, Ronald E., Ed.

Literature for Children.

Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.

PUB DATE- 85

NOTE- 87p.

AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($7.50 for one year subscription (3 issues); make check payable to SOCTE).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adults; Authors; *Childrens Literature; Elementary Education; *Elementary School Curriculum; English Instruction; Fiction; Folk Culture; *Literature Appreciation; Literature Reviews; Novels; Reading Aloud to Others; Realism; Short Stories

IDENTIFIERS- Caldecott Award

The 15 articles in this journal issue deal with children's literature. Among the topics and titles discussed are (1) Virginia Hamilton's books, (2) the new realism in children's literature, (3) gender bias in children's books, (4) teaching "Where the Wild Things Are" to adults, (5) language use in "Alice in Wonderland," (6) "Mom, the Wolf Man and Me," (7) reading to children, (8) "The Mighty Hunter of Paint Creek," (9) classical vision and comic effect in Natalie Babbit's "Knee-Knock Rise and Goody Hall," (10) an author's view of children's literature in the elementary curriculum, (11) a state-wide survey of children's literature instruction, (12) a personal response to "Jacob Have I Loved," (13) folklore in recent Caldecott books, (14) opening the doors of communication through children's literature, and (15) selected poems by fifth graders. (EL)

ED 259 423 CS 504 995

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business; Clergy; *Communication Research; *Discourse Analysis; *Doctoral Dissertations; European History; Females; *Persuasive Discourse; Politics; Public Speaking; Religion; *Rhetoric; Rhetorical Criticism; *Speech Communication; Speech Skills; United States History
IDENTIFIERS- Fantasy Theme Analysis; Political Rhetoric; Rhetorical Theories

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) the rhetoric of the Moral Majority, (2) epideictic rhetoric in the works of 16th cntury humanist John Colet, (3) rhetoric and the Equal Rights Amendment, (4) John Wesley and the women preachers of early Methodism, (5) a fantasy-theme analysis of the rhetoric of the Symbionese Liberation Army, (6) the paranoid style in rhetoric, (7) corporate rhetoric of the atomic power industry after Three Mile Island, (8) secular religious images in presidential broadcast economic policy messages from 1923 to 1983, (9) the rhetorical function of narrative in the preaching of Baptist minister John Claypool, (10) antiwar rhetoric in Massachusetts Federalist newspapers from 1812 to 1815, (11) fantasy-theme analysis of the rhetoric of prison inmates, (12) Arkansas governor Winthrop Rockefeller's political speeches from 1964 to 1971, (13) Plato's conception of persuasion, (14) the rhetoric of Quebec independence from 1960 to 1980, (15) rhetoric in the security clearance hearing of J. Robert Oppenheimer, (15) the speaking of Hubert H. Humphrey in the 1968 presidential campaign, and (16) a rhetorical analysis of the sermons of Pope Innocent III. (HTH)

ED 259 437 EA 017 801

Asbestos in Buildings: What You Should Know.
Safe Buildings Alliance, Washington, DC.
PUB DATE- 84
NOTE- 26p.
AVAILABLE FROM- Publication Sales, The Safe Buildings Alliance, 655 15th Street, N.W., Suite 1200, Washington, DC 20005 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asbestos; Construction Materials; Hazardous Materials; Physical Environment; Physical Health; Pollution; School Buildings; *School Safety

Thirty-one critical questions about asbestos, its use in school buildings, and the risks it poses to health are answered in this booklet. Issued by the Safe Buildings Alliance, an incorporated association of manufacturers that once supplied asbestos-containing materials for building construction, the booklet's purpose is to provide information that will enable decision-makers to come to scientifically sound decisions concerning whether to regard asbestos-containing materials currently present in school buildings as a threat, and if so, how to deal with that threat safely. The questions concern how to identify asbestos-containing products, how to assess the threats they pose, when to repair and when to remove asbestos, what asbestos is, what normal levels of exposure are, why and how widely asbestos has been used, what diseases are associated with asbestos exposure, and who has corroborated the findings reported here. (PGD)

ED 259 106 CE 041 511

Developing Basic Skills Proficiencies for Limited English Proficient (LEP) and English as a Second Language (ESL) Students in Vocational Education. Final Evaluation Report.

Education Service Center Region 4, Houston, Tex.

SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 16 Jul 84
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Career Awareness; *Computer Assisted Instruction; Coordination; *Courseware; Dropout Prevention; Educational Cooperation; Employment Potential; *English (Second Language); *Limited English Speaking; Media Selection; Microcomputers; School Holding Power; Secondary Education; Skill Development; *Vocational Education
IDENTIFIERS- Vocational English as a Second Language

A project was conducted to identify and evaluate available microcomputer software for use in helping limited English-proficient (LEP) and English-as-a-second-language (ESL) vocational students to develop career awareness and basic and employability skills. During the project, a literature review was completed in order to identify the special needs of LEP and ESL students, examine the causes for above average dropout rates among these student populations, and assess the relative effectiveness of computer-assisted instruction (CAI) as a method for helping LEP and ESL students develop basic skills. The masteries of state specified, exit level objectives by LEP and non-LEP students graduating from Texas schools were compared and State mandates for coordination between ESL and vocational programs were reviewed. Twenty-five microcomputer programs for use in helping LEP and ESL students master basic and employability skills were identified and evaluated. (Copies of the evaluations of all 25 courseware products are included in this report.) (MN)

ED 259 150 CE 041 838

Technology and Aging in America.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BA-264
PUB DATE- Jun 85
NOTE- 499p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-003-00970-6--$17.00).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age Discrimination; Age Groups; *Aging (Individuals); Disease Incidence; *Diseases; Dislocated Workers; *Geriatrics; Gerontology; Housing; *Housing Needs; Human Services; Medical Services; *Older Adults; Policy Formation; Public Policy; Research Needs; Retirement; *Technological Advancement; Work Environment

Rapid technological change in American society has been accompanied by accelerating growth of the population over 65. This report discusses the new challenges that will face the public and private sectors in both responding to the needs and making use of the resources of older Americans. The report discusses five chronic conditions that severely affect older persons. The potential health improvements from behaviors that may delay the onset of chronic diseases, the need for increased biomedical research into the causes of these diseases, and methods to encourage behaviors that promote health are also reviewed. Special attention is given to the potential impact of telecommunications in the home and community in promoting self-health care among the elderly. The housing and living environment of the elderly are also described. Shared housing, residential care facilities, accessory units, and other types of residences that would expand the housing choices available to older Americans are discussed in the report. The study also evaluates the impact of changes in workplace technology. Job security may be weakened in some industries, while in others technology can enhance job performance, safety, and security for older workers. Finally, the report addresses the retraining of older workers, which would encourage continued employment or provide new employment possibilities. Extensive indexes to the report provide information on morbidity and mortality statistics, the cell biology of aging, nutrition, biotechnology, workplace technology and the employment of older adults, a glossary of terms, and a list of contractors involved in preparation of the report. (KC)

ED 259 164 CE 041 854

MacFarland, Thomas W.
An Analysis of Secondary Teacher Attitudes towards Competency Based Education: Vocational Instructors versus Non-Vocational Instructors. Societal Factors Affecting Education.
PUB DATE- Jul 85
NOTE- 31p.; Practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Education; Educational Needs; High Schools; Research Methodology; *Research Needs; *Secondary School Teachers; *Teacher Attitudes; Vocational Education; *Vocation[illegible] Education Teachers
IDENTIFIERS- Florida

This investigation was conducted to determine whether or not a difference in attitude towards competency-based education exists between vocational instructors and non-vocational instructors. The investigation was conducted by distributing a 15-statement survey to the 140 faculty members at Coconut Creek High School, Coconut Creek, Florida. Forty-six of the surveys were returned (32.9 percent); 16 surveys were returned by vocational instructors and 30 surveys by non-vocational instructors. The null hypothesis stated that there would be no significant difference between vocational instructors and non-vocational instructors at the school concerning their attitudes toward competency-based education. Chi-square tests were used to compare data results. A significance level of .05 was used. After analysis of the data, the null hypothesis was confirmed (i.e., both vocational and non-vocational teachers were very much in favor of competency-based education). Based upon the results of this investigation, the following recommendations were made: (1) conduct similar surveys in other Broward County High Schools to broaden the base of the survey; (2) investigate the strength of vocational instructors' convictions towards competency-based education; and (3) investigate the general willingness of vocational instructors to conduct competency-based education inservice programs. (Author/KC)

ED 259 177 CE 041 898

Meyer, Rose
Medical Assisting Learning Guides.
Lake County Area Vocational Center, Grayslake, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 188p.; Parts of this document contain light type.
CONTRACT- R-99-25-X-0000-499
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; *Equipment Utilization; Job Skills; *Laboratory Equipment; *Laboratory Procedures; *Laboratory Technology; Learning Activities; *Medical Laboratory Assistants; Postsecondary Education; Secondary Education; Student Evaluation

Eight student learning guides are provided for a medical assisting program at the secondary, postsecondary, or adult level. Each learning guide is composed of these component parts: a title page that states the task, purpose, program and task numbers, estimated time, and prerequisites; an optional learning contract that includes terminal performance and intermediate objectives; materials for each intermediate objective; and a criterion exam. For each objective some or all of the following may be included: learning steps/activities and related resources, information sheets, job sheets, activity sheets, and a self-help evaluation instrument. The learning guides cover the following eight tasks: demonstrating use of balances, performing pipetting, operating a centrifuge, measuring and calculating dosage, performing reticulocyte count, performing bleeding and capillary coagulation tests, preparing solutions, and performing a mononucleosis test. (YLB)

ED 259 218 CE 041 989

Bachand, Donald J.
Note: Perspectives on the Future of Adult Education in the United States. Planning Resource Report 1-2.
PUB DATE- Apr 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Literacy; Continuing Education; Demography; *Doctoral Programs; *Educational Demand; Educational Research; Enrollment Projections; Enrollment Trends; *Futures (of Society); Higher Education; *Illiteracy; Population Growth; *Population Trends; Teacher Education

Based on Heilbruner's thesis (1959) in "The Future as History," an understanding of the historical strengths, weaknesses, institutional forms, and trends in adult education can help predict its future. The flexibility and diversity of adult education have been tremendous advantages. They have also contributed to the confusion over what adult education is. Demographic forces that will make adult and continuing education a primary concern for educators include increasing adult populations, increasing adult education participation, and career transition. Accumulating evidence indicates that society is less literate and well informed than was true a generation ago. Mass media are blamed as contributors to that increase in illiteracy. Adult and continuing educators are, more and more, graduates of doctoral programs. The literature supports contentions that the field of adult education lacks a solid foundation of scholarship and is weak in theory. Implications of demographics for the future imply a substantial demand for occupational and career training, enrollment increases, and changes in student composition enrolled in traditional academia. Educators will have to impart a capacity to learn and provide computer literacy training. Research on adult education will grow. The increased recognition of adult and continuing education will bring it a new status as an academic discipline. (YLB)

ED 259 232 CE 042 388

Harman, David

Functional Illiteracy in the United States: Issues, Experiences, and Dilemmas.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 48p.; For related documents, see ED 253 772-776, ED 254 755-758, and CE 042 389.
CONTRACT- 400-83-0056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; *Cultural Context; *Functional Literacy; *Literacy Education; Reading Comprehension; *Reading Instruction; Social Problems; Sociocultural Patterns
IDENTIFIERS- National Adult Literacy Project

The elimination of adult functional illiteracy has been declared a national priority. More than the ability to decipher a given text, functional literacy means the practical application of literacy skills to life in a particular society or group. But this in turn demands that the individual have enough prior knowledge of the surrounding culture and social processes to be able to glean meaning from the text. Functional literacy is both culture-specific and situation-specific, enabling individuals to apply the knowledge gained for purposes of their own choosing; it is also an expansive tool, permitting people to broaden their social and cultural horizons and to participate more fully in the wider context of American life. In order to measure literacy, however, a shared cultural backdrop is needed, and the U.S. high incidence of functional illiteracy probably reflects more the nation's high degree of cultural pluralism than the failure of the schools. In a pluralistic society there are many different contexts and groups, which necessitate different sets of skills and knowledge. Among contexts in which functional illiteracy is a particularly serious problem are immigrant populations, the military, the workplace, and prisons. In such settings, reading levels--being context dependent--cannot be changed independently of the context; however, when the context evolves, demanding more of its members, the chances that literacy levels will improve increase. The most promising approaches to literacy education now focus on the use of adult learning principles building upon the sociocultural characteristics of specific groups of learners. These strategies recognize the need to organize learning experiences in distinct units relating to the immediate concerns, perceptions, and motivations of adults, that is, to be of direct relevance to their contexts. (SK)

ED 259 246 CG 018 347

Bratt, Avery; And Others
Limitations of the MMPI in the Research and Diagnosis of Posttraumatic Stress Disorder in Vietnam Veterans.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Data Interpretation; Depression (Psychology); *Diagnostic Tests; Research Problems; Schizophrenia; Statistical Significance; *Test Validity; *Veterans
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory; *Posttraumatic Stress Disorder; Vietnam Veterans

The high incidence of reported posttraumatic stress disorder (PTSD) among Vietnam veterans has prompted researchers to search for reliable assessment and treatment procedures for this disorder. Although some encouraging preliminary data on the use of the Minnesota Multiphasic Personality Inventory (MMPI) have been obtained, it is uncertain if this instrument can be confidently used to assess PTSD in Vietnam veterans. Two recent studies have found that MMPI scale 8 (Schizophrenia) and scale 2 (Depression) can differentiate PTSD veterans from non-PTSD veterans. Although the 8-2/2-8 high point pair appears to have some validity for describing the behavioral correlates of PTSD, both PTSD and non-PTSD Vietnam veterans produced the same 8-2 high point pair in both of these studies, differing only in elevation and scatter. In addition, researchers have disagreed on what cut-off scores should be used to differentiate PTSD from non-PTSD veterans. Methodological problems in MMPI research on PTSD range from the questionable validity of profiles used to the significant lack of replicability. Even with the variability among results, the data indicate that PTSD Vietnam veterans do score higher on most MMPI subscales than non-PTSD Vietnam veterans. Consequently, there is a need for more research on the use of the MMPI with Vietnam veterans, especially those suffering from PTSD. (NRB)

ED 259 260 CG 018 361

Lichtenberg, James W.; Powell, Lynda K.

Convergent Validity of Three Indices of Interpersonal Influence in Counseling.

PUB DATE- Aug 84

NOTE- 20p.; Revised version of a paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counseling; *Counselor Client Relationship; *Interpersonal Communication; *Statistical Analysis; Statistical Studies; *Verbal Communication

IDENTIFIERS- *Convergent Validation; *Interpersonal Influence Process

Although there is extensive literature on interpersonal influence in counseling, there are few studies of the relative influence of counselors on clients and clients on counselors. To investigate the convergent validity of three statistical approaches to relative influence in counseling, 57 counseling interviews were analyzed. The three statistical indices of influence were computed on the counselor-client verbal interactions: Tracey and Ray's topic determination (i.e., ratio of person's topic initiation successes to total number of topic initiations); Goodman and Kruskal's asymmetrical lambda (i.e., the relative decrease in the unpredictability of a consequent behavior when the antecedent behavior is known); and Shannon and Weaver's ambiguity index (i.e., the uncertainty of a response). Analysis of results showed agreement was greatest (80 percent) between the topic determination and ambiguity indexes. There was little agreement (9 percent) between the asymmetrical lambda statistic and the other indices. While the lambda statistic appeared unusable as a measure of influence in this study it may be useful with broader response categories and less biased responding. (KGB)

ED 259 377 CS 209 148

Rorschach, Elizabeth; Whitney, Robert

Relearning to Teach: Peer Observation as a Means of Professional Development for Teachers.

PUB DATE- Mar 85

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Environment; Classroom Observation Techniques; *College Instruction; Graduate Study; Higher Education; *Peer Evaluation; *Professional Development; *Teaching Methods

IDENTIFIERS- *Freshman Composition; New York University

A project was designed so that two Ph.D candidates in English education at New York University (NYU), Bob and Betsy, could observe one another's classes and participate in the course, taking part in discussions and group work and even writing some of the assigned papers. For fifteen weeks, the teachers attended each other's freshman writing courses, each of which met twice a week for a total of three hours. Differences in student participation, behavior of the teacher, and lesson plans were observed, with Betsy's behavior and conscious actions setting up the kind of classroom culture that would encourage autonomous behavior within a community of writers. The hypothesis that it is possible to create a classroom culture developed. This hypothesis was tested when Bob began teaching a course at a community college whose spring semester started four weeks later than the one at NYU. Bob reconstructed his course outline to more closely resemble Betsy's, and the quality of his class improved. (DF)

ED 259 408 CS 504 975

Neher, William W.

Recruitment and Retention of Minority Students in Small Colleges.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; Blacks; *Black Students; College Admission; Cultural Differences; Educational Improvement; Higher Education; Minority Groups; *Program Development; Racial Factors; *Small Colleges; Speech Communication; *Student Needs; *Student Problems; Teaching Methods

Part of a project of the small college interest group of the Central States Speech Association investigating problems of speech departments in small colleges, this paper reviews the findings of two workshops conducted by the Association of American Colleges and the Fund for the Improvement of Post-Secondary Education on problems of black students in predominantly white institutions. The paper discusses typical areas of frustration for black students in these settings, steps that faculty could take in trying to become positive agents for change, and methods for initiating programs of this kind. The paper also describes efforts by a college to deal with these problems, including having special programs in the office of admissions, a task force set up by the president of the institution, and a special office for black students in the office of student affairs. (EL)

ED 259 453 EA 017 913

Ellis, Thomas I.
Merit Pay for Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Ten.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Compensation (Remuneration); Cooperative Planning; *Differentiated Staffs; Elementary Secondary Education; *Master Teachers; *Merit Pay; *Personnel Policy; Program Development; *Recognition (Achievement); Teacher Administrator Relationship; Teacher Salaries
IDENTIFIERS- ERIC Digests

The success of a merit pay program depends primarily on careful, cooperative planning involving all constituencies who will be affected, so that the resulting plan is affordable, acceptable to teachers, and adapted to the needs of the district. Criteria for awards should reflect the goals of the program, and should be applied fairly and consistently by trained evaluators. Failure of merit pay programs normally results from ambiguous or inconsistent standards, remote or authoritarian planning, or arbitrary award determinations (all of which engender teacher opposition), or from unforeseen administrative complexities and budget limitations. (TE)

ED 259 467 EA 017 931

Surplus Space in Schools: An Opportunity.
Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.
REPORT NO.- ISBN-92-64-12732-1
PUB DATE- 85
NOTE- 130p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006-4582 ($19, 10% discount on 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Conversion; Educational Economics; *Educational Facilities Planning; Educational Trends; Elementary Secondary Education; Facility Case Studies; *Facility Utilization Research; Flexible Facilities; Foreign Countries; School Demography; *School Space; *Site Development; Space Classification; *Space Utilization
IDENTIFIERS- Illinois (Arlington Heights); Ontario; Sweden; United Kingdom; Wales

Surplus school spaces, highlighted by falling enrollments, will significantly affect educational building policies in the eighties. Accordingly, this document consists of a comprehensive analysis of the causes of surplus, the problems and opportunities that follow, and the implications for policy and planning. Part 1 analyzes the six major causes of surplus school accommodation in highly industrialized countries: declining birth rates, planning faults, population movements, the aging cycle of the population, educational reorganization, and municipal reforms. Part 2 concerns assessment of surplus and needs, while part 3 is an indepth consideration of ways to make use of surplus space. Part 4 covers management of surplus, including participants and modes of cooperation along with obstacles and constraints. Part 5 addresses consequences for the future, in both planning and design. Finally, part 6 is a summary of conclusions pertaining to the following areas: school population change; capacity and potential of building stock; actual, potential, and future needs of the community; participation in decision-making and incentives; financial procedures, norms, and regulations; and roles and attitudes. Six case studies are appended that provide examples and ideas for the reuse of surplus space in schools: Ontario, Canada; Arlington Heights, Illinois (United States); Solleftea, Sweden; Inner London, United Kingdom; Coventry, United Kingdom; and Wales, United Kingdom. (TE)

ED 259 079 CE 040 915

Ostenson, Alan; Kemp, Margaret R.
Career Education Tips for Home Teachers of K-3 Students.
Alaska State Dept. of Education, Juneau.
PUB DATE- 84
NOTE- 6p.; For related documents, see CE 041 914 and CE 041 918.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Career Awareness; *Career Education; Correspondence Study; Decision Making; Education Work Relationship; Employment Potential; Guidelines; *Home Programs; Job Skills; Money Management; Primary Education; Self Evaluation (Individuals); Student Attitudes; *Teaching Methods

This booklet contains suggestions for parents (or teachers) who teach children at home (grades K-3) to use in providing information on careers. The booklet covers the following topics: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, beginning competency, and employability skills. Four to six suggestions are offered under each of these topics. (KC)

ED 259 095 CE 041 258

Clark, Marilyn
Meeting the Challenge: Northwestern Communities Move to Help Dislocated Workers. Ideas for Action in Education and Work.
Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 7p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Involvement; *Community Programs; *Cooperative Programs; County Programs; *Dislocated Workers; Employers; Employment Services; Job Layoff; Job Placement; *Job Search Methods; *Outplacement Services (Employment); Public Agencies; *Regional Programs; Schools; Unions
IDENTIFIERS- *United States (Northwest)

Five local collaborative efforts in several Northwest states addressed the problems created by worker dislocation in unique ways. Each partnership involved educational agencies and other key actors such as employers, organized labor, and government agencies. When the Department of Labor awarded a dislocated worker retraining demonstration grant to the Mid-Willamette Jobs Council (Salem, Oregon), it merged with a project of Chemeketa Community College. The college became the retraining institution, with the Job Assistance Network providing other job assistance services. When Scott Paper Company closed a division in Northwest Washington, representatives of the company, the National Alliance of Business, and the International Workers of America local planned the Skagit/Snohomish Dislocated Worker Assistance Project. Workers received help in job search methods through workshops and support services. The labor movement responded to projected layoffs in Montana's lumber and natural resource development industries with "Project Challenge: Work Again." Efforts focused on older workers with few job-seeking skills. When Idaho faced the loss of several large employers, the Consortium of Area Vocational Education Schools sponsored a workshop for dislocated workers. The King County (Washington) Unemployed Committee developed the "Unemployment Resource Guide" to provide information and list sources of information and assistance. (YLB)

ED 259 205 CE 041 944

Establish Student Performance Criteria. Second Edition. Module D-1 of Category D--Instructional Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-184-1
PUB DATE- 85
NOTE- 29p.; For related modules, see ED 255 669 and CE 041 797.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavioral Objectives; Case Studies; Check Lists; *Competency Based Teacher Education; *Evaluation Criteria; Evaluation Methods; Information Needs; Information Sources; Learning Activities; Learning Modules; Material Development; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); *Student Evaluation; *Teaching Methods; *Vocational Education; Vocational Education Teachers

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon professional competencies of vocational teachers, deals with establishing student performance criteria. The module consists of three learning experiences designed to (1) provide prospective teachers with a knowledge of the key factors involved in establishing criteria for student performance, (2) establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance in a case study situation, and (3) establish student performance criteria in an actual teaching situation. Included in each learning experience are some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a self-check activity, and model answers to the feedback exercise. The final learning experience also includes a checklist of teacher performance criteria. (MN)

ED 259 332 CS 208 946

Elliott, William R.; Rosenberg, William L.

Opinions about Science and Technology, Social Locator Variables and Mass Media Exposure: A Commonality Analysis.

PUB DATE- 5 Aug 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Journalism; *Media Research; News Media; Political Influences; *Predictor Variables; *Public Opinion; *Scientific and Technical Information; *Social Influences; *Social Problems; Technological Advancement
IDENTIFIERS- *Media Use

A random sample of 332 Philadelphians over the age of 18 was interviewed by telephone in order to investigate the relationships between social locator variables, general media exposure, media exposure to scientific information, and public attitudes toward issues dealing with medicine and health, science and defense, understanding the complexities of science, and the threat of scientific and technological advances. The social locator variables examined included sex, educational attainment, political conservatism, and a technological exposure index. Each respondent was asked a series of 59 questions. Data analysis revealed the following: (1) education was positively related to attitudes toward science, indicating a mastery of science and technical issues; (2) political conservatism was positively related to agreement that scientific and technological superiority were necessary to keep one safe from enemies; and (3) exposure to the science media was a significant predictor of attitudes toward science, while general media exposure appeared to be the least important predictor set. (HOD)

ED 259 347 CS 209 057

Smith, Willis G.
Black Television Audience Heterogeneity: A Uses and Gratifications Approach.
PUB DATE- 1 Aug 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Black Attitudes; Black Culture; *Blacks; Demography; Identification (Psychology); *Social Behavior; *Television Research; *Television Viewing; Use Studies
IDENTIFIERS- *Media Use; *Uses and Gratifications Research

Through the employment of a uses and gratifications approach, a study examined the heterogeneity within a sample of black television viewers as revealed in their needs structures and their demographic characteristics. The purpose was to determine if differences in black audience needs could be associated with differences in television program viewing, and further to determine if those needs were more important than demographics in explaining variance in television viewing. Incorporated into the methodological design were data from an 1980 study on the public's use of television conducted by R.E. Frank and M.G. Greenberg. The analyses revealed that the need factors of personal identification, learning, communication/social utility, and diversion were to be active and in common significance within a majority of program types. The overall predictive ability of needs to mediate and guide television program preferences, with the exception of learning, proved to be of little significance. The demographic variables of sex, age, education, situation, and occupation, on the other hand, proved to be of greater significance as predictors of television program preferences. (HOD)

ED 259 362 CS 209 101

Rao, Hema; Golen, Steven
Establishing a Communication Link between Multinational Companies and Their Subsidiaries.
PUB DATE- Apr 84
NOTE- 6p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p15-19.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Communication Problems; Communication Skills; *Credibility; Cross Cultural Training; Cultural Awareness; Cultural Differences; *Decision Making; *Institutional Characteristics; *Intercultural Communication; Management Development; Organizational Communication; Speech Communication
IDENTIFIERS- *Multinational Corporations; *Subsidiaries

A key characteristic of multinational companies is a worldwide perspective and orientation in managerial decision making. In its quest for international opportunities, a multinational company confronts many problems and uncertainties in evaluating and dealing with political, legal, economic, social, cultural, and governmental policy variables and constraints in various countries. The environment in these countries changes at different rates, and complex interactions exist between the multinational company and its various subsidiaries. Two factors can affect establishing and maintaining communication links between the parent company and its multinational subsidiaries. The first is the need for adequate training for the international manager who has to face many issues of varying complexity. The second factor is increasing the trust between the parent company manager and the subsidiary manager by more decentralized management. (HOD)

ED 259 121 CE 041 741

Barnes, James L.
Construction Technology.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 349p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. IA 015 I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Building Design; Carpentry; Computer Oriented Programs; *Construction (Process); *Construction Management; Employment Opportunities; Energy Conservation; *Entrepreneurship; Equipment Utilization; Hand Tools; *Industrial Arts; Junior High Schools; Learning Activities; Measurement Techniques; *Personnel Management; Prefabrication; *Shop Curriculum; State Curriculum Guides; Trade and Industrial Education

This curriculum guide is designed to assist junior high school industrial arts teachers in planning new courses and revising existing courses in construction technology. Addressed in the individual units of the guide are the following topics: basic types of construction and the impact of construction on society, preconstruction, personnel management, energy conservation, construction, entrepreneurship, postconstruction, and computer applications in construction. Each unit contains some or all of the following: objectives, key words, a list of teaching aids needed, suggested references, a sentence outline, a list of materials for students, suggested student activities, student worksheets, transparency masters, student handouts, and a unit test. Appendixes to the guide include lists of references, films, and pamphlets; a list of materials and equipment suppliers; and computer programs dealing with converting various units of measurement, performing accounting and financial planning applications, and executing various graphics and conversion problems related to construction. (MN)

ED 259 137 CE 041 806

Martin, Terry H.
An American Sunrise: The Vietnam Veterans Leadership Program. A History of ACTION's Three-Year Veteran's Initiative. Technical Report.
ACTION, Washington, D.C.
PUB DATE- 30 Sep 84
NOTE- 221p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Economic Development; *Leadership Training; *Program Development; Program Effectiveness; Program Implementation; Public Relations; *Small Businesses; *Veterans; Veterans Education; Voluntary Agencies; *Volunteers
IDENTIFIERS- *Vietnam Veterans Leadership Program

An idea conceived by federal volunteer agency director Thomas Rauken in 1979, the Vietnam Veterans Leadership Program (VVLP) was officially launched in November, 1981. The program was scheduled to be federally funded for three years, and thereafter to be privately funded and operated. The VVLP formed a network of veteran volunteers who accomplished the following: (1) the establishment of 47 nonprofit corporations across the country to build the volunteer network, enhance its image, build support, develop employment and training opportunities, aid in small business development, raise funds, and collaborate with other organizations on veterans' affairs; (2) the involvement of about 6,000 veteran volunteers who have given 350,449 hours of unpaid time to help their fellow veterans and to introduce a new, positive image of Vietnam veterans to the American public; (3) the raising of an estimated $1,208,800 in material donations made through the network's contacts; and (4) the creation of workshops and programs that have counseled veterans on starting small businesses and helped them obtain employment. This book is a history of the VVLP and its accomplishments, as well as its hopes for the future. It is organized in six chapters. The first chapter presents a summary of the program's accomplishments as well as a historical perspective on the program. In the second chapter, the need for such a program is documented; this is followed by a chapter detailing the start-up of the program and project funding. The fourth chapter reports on the projects that were implemented, while the fifth chapter sets the tone for the challenge of the future. The final chapter summarizes the design, approach, and source materials used in compiling the report. (KC)

ED 259 191 CE 041 919

Bilingual Vocational Training Programs (BVTP's): FY80-FY85.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- 85
NOTE- 7p.; For related documents, see CE 041 920-922.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Agency Cooperation; *Bilingual Education; Cooperative Planning; Dropout Programs; Educational Cooperation; Enrollment; Individual Needs; Job Development; Job Placement; *Job Training; *Limited English Speaking; Models; Program Content; Program Descriptions; Second Language Instruction; Simulation; Statewide Planning; *Vocational Education; Youth Programs
IDENTIFIERS- Connecticut; *Vocational English as a Second Language

Bilingual vocational training programs (BVTPs) are provided at 10 regional vocational-technical schools (RVTSs) throughout Connecticut. The BVTP model is based on the following components: job-entry trade and related education skills taught bilingually, job-specific English-as-a-second-language (ESL) instruction, preventive counseling and a life coping skills course, case management of trainees' problems related to such areas as transportation and child care, job development and placement, and analysis of the labor market to select training areas with job demand that are matched to RVTS' training capabilities and compatibility with participants' culture. The BVTPs receive technical assistance, supportive and instructional materials, and computer courseware from the Connecticut Division of Vocational-Technical Schools. The Fiscal Year (FY) 85 budget for BVTP programming was $270,000. In the period encompassing FY80 through and including FY84, BVTPs served a total of 735 Connecticut residents; 508 students received BVTP services in FY85. (MN)

ED 259 275 CG 018 376

Bray, James H.; And Others

Behavior Problems with Children: Relationship to Parental Marital Status.

PUB DATE- 19 Apr 85

NOTE- 13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985). For related research, see CG 018 377. Portions of the document may be marginally legible because of blurred type.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Problems; *Children; *Divorce; Family Influence; Family Life; Family Structure; *Males; *Marital Status; *Stepfamily

As the divorce rate continues to rise, increasing attention is being paid to the impact of parental divorce and remarriage on the children from these families. A study was undertaken to investigate the impact of family process and organization, in intact, divorced, and stepfather families. Subjects were 36 families (12 families from each group) with a 6- to 12- year-old boy, who were clients at a child guidance center. Subjects were assessed using self-reports, structured interviews, and behavior ratings of family interactions. The results indicated that there were no significant differences in family process and organization between the intact, divorced, and stepfather families. In addition, no differences in boys' behavior problems were observed based on family type. Significant correlations were found between more pathological family process variables and boys' behavior problems, suggesting that problems and conflict in marital and family relationships are related to behavior problems with children. (NRB)

ED 259 289 CG 018 390

Greenfield, David N.; And Others
Psychology Specialty Training: Toward a Generic Model of Professional Psychology.
PUB DATE- 18 Apr 85
NOTE- 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Psychology; Counseling; *Doctoral Programs; Internship Programs; Models; Postdoctoral Education; *Professional Training; *School Psychologists; *Specialization
IDENTIFIERS- *Counseling Psychology

Although there appear to be only minor differences between clinical, counseling, and school psychology disciplines, doctoral training typically involves application to a doctoral specialty training program in one of these separate fields. Perhaps the American Psychological Association (APA) has focused too much on existing differences and not enough on establishing a definitive and solid common base. Since the APA no long distinguishes between clinical, counseling, and school internships, it seems curious that one would specialize in doctoral training and then generalize during training in a professional psychology internship. A model similar to that of medical residency programs might better serve psychology programs. Doctoral training would focus on the development of skills generic to the field of psychology, perhaps building upon the four areas of study required by the APA (biological, cognitive-affective, social, and individual bases of behavior). Additional coursework and practica could be offered in the areas of counseling/psychotherapy, psychological assessment, behavioral medicine, vocational/educational issues, and psychopathology. Under this model, graduates would be able to pursue further post-doctoral education in specialty areas once the educational requirements are met for the doctoral degree in professional psychology. (NRB)

ED 259 303 CS 008 078

Sledge, Andrea Celine

This Book Reminds Me of You: The Reader as Mentor (Maintaining and Expanding the Range of Reading Interests).

PUB DATE- May 84

NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Mentors; Reading Habits; Reading Improvement; *Reading Interests; Reading Skills; *Student Motivation; Teacher Student Relationship; Teaching Methods

Being a reading mentor to students, colleagues, or friends is one key strategy in the development and promotion of a wide variety of reading interests. Readers serve as mentors by passive means, such as indicating how much they read, being able to name the last book recommended to them, displaying their books visibly, and maintaining their self-image as readers. Reading mentors' goals are the expansion of reading interests, the expansion of uses to which reading is put, and the awareness of when reading is occurring. The more reasons children have for reading, the more likely they are to be effective and enthusiastic readers. Teachers' and reading mentors' credibility is built through talk about what they are reading, the recommendation of books with film or television tie-ins, the reading aloud of opening lines, the recommendation of brief books, and the development of classroom libraries. The benefits of being reading mentors are: (1) the value of their recommendations builds their credibility as a reading mentor; (2) the quality of the reading matter leads to continued reader satisfaction, and growth in reading maturity and sophistication; and (3) mentoring can change others' self-definition as a reader, and they in turn can become reading mentors. (EL)

ED 259 317 CS 008 099

Dorsett, Cora Matheny, Ed.
The Mississippi Delta. Reading for Young People.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-0395-9
PUB DATE- 83
NOTE- 150p.; For other bibliographies in this series, see ED 192 253-257.
AVAILABLE FROM- Publishing Services, American Library Association, 50 East Huron St., Chicago, IL 60611 ($15.00 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum; Curriculum Enrichment; Elementary Secondary Education; History Instruction; *Literature Appreciation; *Local History; *Regional Characteristics; United States History; *United States Literature
IDENTIFIERS- Arkansas; Louisiana; Mississippi; *Mississippi Delta

As part of a series of regional bibliographies of reading materials, this book presents an annotated list of materials focusing on state and regional history for Arkansas, Louisiana, and Mississippi. Following a brief history about the lower Mississippi Delta region, the book annotates approximately three hundred books, arranged by state and then listed alphabetically by author, within each of five broad categories: fiction; folktales; poetry, drama, and music; biography and personal accounts; and other informational books. This publication also provides (1) an author-title key, arranged by state and category, to the books listed that cites the reading level of each title; and (2) an author-title-subject index. (DF)

ED 259 393 CS 209 166

Daiker, Donald A., Ed.; And Others
Sentence Combining and the Teaching of Writing. Selected Papers from the Miami University Conference (Oxford, Ohio, October 27-28, 1978). Studies in Contemporary Language #3.
PUB DATE- 79
NOTE- 246p.; Published with assistance from the Departments of English University of Akron and the University of Central Arkansas.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Theories; English Instruction; Higher Education; Paragraph Composition; *Reading Comprehension; *Research Methodology; Secondary Education; *Sentence Combining; Sentence Structure; Syntax; Technical Writing; Writing Improvement; *Writing Instruction; *Writing Research

Drawn from a conference that addressed the role of sentence combining in the teaching of writing, the papers in this collection are divided into three sections: the theory of sentence combining, research in sentence combining, and sentence combining in the classroom. The 22 papers discuss a variety of topics, including the following: (1) sentence combining, style, and the psychology of composition; (2) the effect of sentence combining instruction on reading comprehension; (3) syntactic manipulation and scores in reading comprehension; (4) sentence combining in a comprehensive language framework; (5) developing paragraph power through sentence combining; (6) parallel sentence combining studies in grades nine and eleven; (7) multivariate analysis in sentence combining research; (8) problems in analyzing maturity in college and adult writing; (9) sentence analysis and combining as a means of improving the expository style of advanced college students; (10) sentence combining in training programs for business, industry, and government; (11) teaching the logic of sentence connection; and (12) sentence combining and composing in the classroom. The collection concludes with a bibliography of materials concerning sentence combining and writing instruction. (HOD)

ED 259 424 CS 504 996

Mass Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 20p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Advertising; Annotated Bibliographies; Developing Nations; *Doctoral Dissertations; Films; Foreign Countries; Higher Education; *Mass Media; *Media Research; *News Media; Newspapers; *News Reporting; Periodicals; Politics; Programing (Broadcast); Radio; Religion; Telecommunications; Television; Television Commercials; *Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 45 titles deal with a variety of topics, including the following: (1) gender portrayal in magazine advertising; (2) the role of special interest groups in agenda-setting; (3) the relationship between sensation-seeking and horror movie interest and attendance; (4) educational radio and rural development; (5) popular religion and the imperatives of television: a study of the electric church; a children's perceptions of television commercials; (7) mass media and political socialization of immigrants; (8) the impact of advertising on the less developed countries; (9) the early radio years of Carl McIntire; (10) a study of factors related to the use of motion picture films by public school teachers; (11) cable television and the first amendment; (12) a critical approach to star discourse and television; (13) mass media and development in Sudan; (14) media effects and the formation of political commitments; (15) patterns of mass media exposure among adults, high school juniors, and seventh graders; and (16) a search for values in the magazines of the car-culture. (EL)

ED 259 438 EA 017 802

Select Committee on Public Education. Recommendations.
Texas State Legislature, Austin. Select Committee on Public Education.

PUB DATE- 19 Apr 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Finance; *Educational Improvement; Elementary Secondary Education; Governance; Government Role; School Law; *State Action; State Aid; State Boards of Education; State Departments of Education; State Government; State Legislation; *State Programs
IDENTIFIERS- *Texas

Texas' Select Committee on Public Education, created in 1983 by resolution of the Texas Legislature, was directed "to study the issues and continuing concerns relating to public education in Texas, particularly school finance and each of its components." The committee's recommendations, presented in this report, are intended to provide the basis for significant reform in every aspect of the state's public education system. The recommendations cover (1) the organization and management of the schools, from the state board of education and the state education agency to the local school boards, districts, and education service centers; (2) principles underlying the allocation of state funds; (3) legislative and intergovernmental action, including recodification of the Texas Education Code, support for school community guidance centers and alternative schools, provisions for discipline management programs, and factors affecting litigation; (4) teacher education, testing, and employment; (5) and regulations affecting school operations, including the school day and year, class size, the curriculum, textbooks and technology, extracurricular activities, vocational education, and education for limited English speakers, exceptional children, and preschool-age children. The report concludes with a discussion of the costs associated with the recommended reforms. (PGD)

ED 259 454 EA 017 914

Ellis, Thomas I.

Class Size. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eleven.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Environment; *Class Size; Cost Effectiveness; Crowding; *Educational Policy; Elementary Secondary Education; *Meta Analysis; *Small Classes; Teacher Morale; *Teacher Student Ratio
IDENTIFIERS- Educational Research Service; ERIC Digests

Research indicates that the relationship between class size and instructional effectiveness depends on a multitude of related variables, such as age level of students, subject matter taught, and instructional methods used. Recent statistical syntheses of this research reveal that the instructional benefits of smaller classes are most significant for classes with under 20 students; between 25 and 40 students, class size has little overall effect on educational quality. (TE)

ED 259 080 CE 040 918

Ostenson, Alan; Kemp, Margaret R.
Career Education Manual for Home Teachers. Centralized
Correspondence/Study.
Alaska State Dept. of Education, Juneau.
PUB DATE- 84
NOTE- 10p.; For related documents, see CE 041 914-915.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Behavioral Objectives; *Career Awareness;
*Career Education; Career Exploration; *Correspondence Study;
*Course Content; Decision Making; Education Work Relationship;
Elementary Education; Employment Potential; Guidelines; *Home
Programs; Job Skills; Money Management; Program Development; Self
Evaluation (Individuals); Student Attitudes; *Teaching Methods

The purpose of this booklet is to explain to the home teacher (or parent) what career education is, why career education is needed, and how to use career education in the course of teaching elementary students at home. The first two sections of the booklet define career education and explain its purpose. In the next section, some career education skills and processes that most adults have learned to some degree and use in daily living are listed. This list can be used as a source of objectives for students in a career education program. The final section of the booklet lists and explains eight elements of career education that are important for students. The eight elements are the following: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, beginning competency, and employability skills. (KC)

Forum for Change. An Articulation Workshop for Secondary and Post-Secondary Educators to Promote Equal Access in Vocational Education (Harlingen, Texas, February 17, 1984).

Education Service Center Region 2, Corpus Christi, Tex.

SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 17 Feb 84
NOTE- 141p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; *Articulation (Education); Attitude Change; Career Exploration; Change Strategies; Classroom Techniques; Counseling Techniques; Counselor Attitudes; Educational Practices; *Equal Education; Followup Studies; Inservice Teacher Education; Labor Market; *Nontraditional Occupations; Outreach Programs; Postsecondary Education; Questionnaires; Records (Forms); Role Models; Salary Wage Differentials; School Holding Power; Secondary Education; Self Evaluation (Individuals); Sex Discrimination; *Sex Fairness; Student Placement; Student Recruitment; Surveys; Teacher Attitudes; Teacher Workshops; *Vocational Education; Vocational Education Teachers

This volume contains materials for use in conducting an articulation workshop to train secondary and postsecondary educators to promote equal access to vocational education. Addressed in the individual sections of the guide are the following topics: inequalities in the workplace, the role of articulation in promoting equal access, outreach, career exploration and role models, recruitment and enrollment, teaching methods, student retention and supportive services, student placement, and follow-up. Each chapter contains numerous resource materials, including handouts, transparency masters, forms, worksheets, surveys, learning activities, fact sheets, checklists, guidelines, excerpts from newspaper articles, poetry, vocabulary lists, and role play exercises. The 1984 forum agenda precedes the workshop materials. (MN)

ED 259 151 CE 041 840

Histologic Technician. Laboratory Occupations Cluster.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- 85

NOTE- 173p.; For a related document, see CE 041 841.

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Curriculum Guides; Evaluation Criteria; *Job Search Methods; Job Skills; *Laboratory Procedures; Laboratory Safety; *Laboratory Technology; Learning Activities; *Medical Laboratory Assistants; Occupational Information; Secondary Education

IDENTIFIERS- *Histology

This task-based curriculum guide for histologic technician is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by 10 duties: employing laboratory safety procedures, using basic laboratory skills, performing clerical duties, performing quality control procedures, processing tissue specimens, using microtomy techniques, performing staining procedures, performing cyto-prep duties, performing autopsy assistant duties, and using employability skills. Other contents include student and class achievement records, tool/equipment lists, a bibliography, and Board of Registry information provided by the American Society of Clinical Pathologists. (YLB)

ED 259 165 CE 041 855

Bills, David B.

Studying Job Matches: Methodological and Practical Considerations.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 84
NOTE- 27p.; Presented at the Annual Meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
CONTRACT- NSF-SES-8309596
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Educational Sociology; *Education Work Relationship; *Employer Attitudes; Employment Interviews; Organizational Theories; *Personnel Selection; Promotion (Occupational); *Relevance (Education); *Research Methodology; Research Needs; Social Science Research; Student Educational Objectives

In recent years, social scientists have developed an increased interest in the processes by which individuals are matched to jobs. This involves both an examination of the characteristics of job seekers who are rewarded in labor markets and an analysis of how employers evaluate worker characteristics when making hiring and promotion decisions. Of special importance to this emerging research has been the role of educational credentials. However, there has been little effort to investigate specific job matches directly. One study conceptualized job matches as employment transactions. To examine these transactions, an interview instrument was designed and used to interview the most recent appointees in 12 occupational categories in 6 organizations, as well as the individuals who hired them. Questions focused on the role of educational credentials in job assignment, and elicited information on the role of educational choice, the effect of schooling on job performance, the issue of overeducation, and the importance of educational background. This research can lead to important knowledge of the determinants of inequality in the labor force. (Author/KC)

ED 259 178 CE 041 900

Ohio Vocational Consumer/Homemaking Curriculum Guide. Practical Action.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Utah State Office of Education, Salt Lake City. Office of Curriculum and Instruction.

PUB DATE- Aug 83
NOTE- 145p.; For related documents, see CE 041 901-906. Some pages have small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; *Consumer Education; Curriculum Guides; Decision Making; *Family Life Education; *Home Economics; *Homemaking Skills; *Home Management; Learning Activities; Learning Modules; Secondary Education; Student Organizations; Student Participation
IDENTIFIERS- Curriculum Management; *Future Homemakers of America; *Home Economics Related Occupations

This curriculum guide helps students learn the technical skills of the occupation of homemaking. It also uses the process model of practical reasoning to assist men and women in taking action regarding the perennial problems that face individuals and families living in the world society. The first section provides the philosophy, aim, student outcomes, theoretical framework, alternative curriculum models, a teaching model, and validated task list. Section 2 on teacher curriculum management provides a flow chart of curriculum guidelines. Basic skills and computer use are explored in relation to the consumer homemaking classroom; ideas for instruction or emphasis are included. As another step towards understanding the curriculum, the format landmarks are examined by means of a sample module. Section 3 contains the student introductory modules--four for entry level and four for advanced level students. These cover practical reasoning, values, management, and interpersonal/communicative skills. Each module details process skills, concepts, and strategies and contains student handouts. The Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) module is in section 4, divided into five parts: rationale, student introductory FHA/HERO module, FHA/HERO skill matrix, a case study of classroom management of FHA/HERO, and a list of resources. (YLB)

ED 259 219 CE 041 992

Anderson, B. Harold; Boddy, Robert

The Identification of Science Competencies Included in the Curriculum of Secondary Vocational Education Programs. Research Report. Executive Summary.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education.

PUB DATE- Jun 85

NOTE- 39p.; Appendix B (questionnaire) contains small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; *Biology; Business Education; *Chemistry; Distributive Education; Educational Research; Home Economics; Marketing; Office Occupations Education; *Physics; Questionnaires; *Science Instruction; Secondary Education; *Skill Development; Skills; *Vocational Education

IDENTIFIERS- *Science Skills

A study determined the degree of importance secondary vocational instructors place on students' possessing science skills for successful completion of their vocational program. It also determined the specific skills in biology, chemistry, and physics the instructors taught and identified the secondary vocational programs that require students to possess significant science-related skills to complete the program successfully. A list of major science competencies possessed by students who completed beginning biology, chemistry, and physics courses was developed. Questionnaires were designed to determine the degree to which science-related skills must be performed to complete various vocational programs successfully. Of 376 questionnaires sent, 247 were returned. Data were summarized, analyzed, and condensed into three tables. Findings indicated a wide variance in the importance of science-related skills necessary for secondary vocational program completion; they also showed that certain secondary vocational programs do contain a significant component of science-related skills. (Three tables show the biology, chemistry, and physics skills in secondary vocational programs and high importance ratings and percent taught for the various agriculture, business and office education, marketing and distributive education, health, and home economics programs. The questionnaire is appended.) (YLB)

ED 259 247 CG 018 348

Latham, Van M.
The Role of Personality in the Job Search Process.
PUB DATE- May 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Employment Services; Higher Education; *Job Applicants; *Job Search Methods; *Personality Traits; Resumes (Personal); *Self Esteem
IDENTIFIERS- *Self Monitoring

While researchers have learned much about the employment process from the viewpoint of the organization, the psychology of job search behavior has received less attention. The most attention to the job search process has originated from the "how to find a job" writers. Using the information derived from these "how to" books, a conceptualization of the job search process was developed focusing upon three major processes: (1) job search planning; (2) job search activities; and (3) job search evaluation. A 33-item scale, adapted from Dayton (1981), was developed to measure job search preparation and job search methods. This questionnaire together with measures of self-monitoring and self-esteem in job search were administered to 271 undergraduates. A factor analysis of data from the job search questionnaire produced eight factors. Pearson correlation coefficients computed between self-monitoring and the perceived effectiveness of job search activities in obtaining employment yielded significant positive correlations between self-monitoring and job search preparation, gaining organizational access, locating job openings, using employment agencies and reference groups, and sending out resumes. Pearson correlation coefficients computed between self-esteem and the effectiveness of job search activities revealed that individuals high in job search self-esteem rated job search preparation, public sector application, gaining organizational access, using employment agencies, sending out resumes, and searching classified ads as helpful in obtaining employment. (NRB)

ED 259 261 CG 018 362

Suicide and Suicide Prevention. A Briefing by the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session (November 1, 1984, San Francisco, CA).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-98-497
PUB DATE- 85
NOTE- 62p.; Portions of the document contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Adults; Blacks; Crisis Intervention; Hearings; *Prevention; Research Needs; School Role; *Suicide
IDENTIFIERS- California; Congress 98th

This document presents the transcripts of a Congressional hearing called to bring attention to the growing problem of suicide. The opening statement of Representative Tom Lantos is presented. Prepared statements of 16 witnesses are provided, including psychotherapists from the Houston International Hospital; a mother and a father of teenage suicide victims; representatives from several suicide prevention centers in California; the executive officer, American Association of Suicidology; a student at the University of California; a representative of the California State Department of Education; a representative of a member of Congress from California; the director of the Cindy Smallwood Foundation, Program on Quasi-Morticide, California; the director of pupil personnel and guidance, Oakland California Public Schools; the head of the Suicide Research Unit, National Institute of Mental Health; and a diplomate in clinical psychology from the Menninger Foundation. Topics covered include the prevalence of suicide among teens, the need for public awareness, establishment of a national centralized computer bank on suicide, prevention of adolescent and adult suicide, and suicide in the black community. (KGB)

ED 259 378 CS 209 149

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 12p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Cognitive Development; Cohesion (Written Composition); Computer Assisted Instruction; *Doctoral Dissertations; Elementary Education; Expository Writing; Higher Education; Poetry; Prose; *Revision (Written Composition); Rhetoric; *Technical Writing; *Writing Instruction; *Writing Processes; Writing Readiness; *Writing Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) a study of the meanings of experience of ten published feminist women writers; (2) the composing activities of computer literate writers; (3) the informational content of technical progress reports; (4) some psychosocial functions of college writing; (5) the effect of poetry on figurative language usage in children's descriptive prose writing; (6) collaborative writing processes; (7) defining expository prose within a theory of text construction; (8) the federal writers' project in intellectual and cultural context; (9) features of the thematic and information structures of the oral and written language of good and poor writers; (10) an exploratory study of the English composition writing of Chinese students; (11) the effects of writing ability and mode of discourse on cognitive capacity engagement; (12) using literature to teach writing revision; (13) an integrative model of competent writing; and (14) coherence and cognitive style. (EL)

ED 259 409 CS 504 978

Mayer, Michael E.
Research/Publication Productivity of Speech Communication Departments: 1981-1983.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Communication Research; *Departments; Educational Quality; Graduate Students; Graduate Study; Higher Education; *Productivity; *Speech Communication; Speech Curriculum; *Writing for Publication

Results of a study based on earlier research, which showed that the amount of research published by faculty is one indicator of the quality of an individual faculty member and the entire faculty of a department, are reported in this paper. It reports (1) the amount of research published by members of speech communication departments in major speech communication journals and one speech communication yearbook for the years 1981-1983, and (2) the amount of research published by graduate students in speech communication publications. Results of this study discussed in the paper indicated that the amount of research published by members of a speech communication department changes over time and is also related to the terminal degree offered by the department. The paper offers suggestions for future research, including efforts to rate the quality of the journals. Tables of findings are included. (Author/DF)

ED 259 468 EA 017 933

Rothberg, Robert A.
Helping Teachers Get Better: A Staff Development Project That Works.
PUB DATE- 16 Nov 84
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Formative Evaluation; *Practicum Supervision; *Staff Development; *Summative Evaluation; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Improvement; Teacher Responsibility; Teacher Supervision

This proposal is predicated on the assumption that in order to improve instruction, formative assistance must be conceptually separated from summative evaluation. Teacher improvement requires the involvement of other teachers, department chairs, students, parents, and administrators, whereas summative evaluation is separate from the growth process and should only involve the administrator and the teacher. Accordingly, the first part of the proposal is devoted strictly to the formative evaluation process, outlined in six steps: (1) teacher awareness activities; (2) a professional growth plan; (3) ongoing conferences, observation, and feedback between teacher and peer-coach throughout the year; (4) monitoring of staff members' growth plan by department chairs; (5) conferences with outside consultant; and (6) a written self-evaluation by teacher submitted to the principal at the end of the school year. The second part, on the summative system, lists typical minimum performance expectations for use by the principal and teaching staff. Appraisal of these minimum expectations is made through the administrator's daily interaction with staff, and recorded on a formal assessment instrument to satisfy legal requirements. Assessment of minimum competency should be distinct, however, from teachers' professional growth process. (TE)

ED 259 096 CE 041 336

Microcomputers in Agriculture. A Resource Guide for California Community College Faculty in Agriculture & Natural Resources. Update.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Oct 84

NOTE- 227p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Production; Animal Husbandry; Community Colleges; *Computer Assisted Instruction; Computer Oriented Programs; *Courseware; Farm Management; Forestry; Horticulture; Information Sources; *Microcomputers; *Natural Resources; Plant Growth; Resources; Two Year Colleges; *Vocational Education

IDENTIFIERS- California

This resource guide contains descriptions of microcomputer programs that are suitable for use in community college courses in agriculture and natural resources. Product descriptions are organized according to the following subject areas: agricultural business, animal production, farm mechanics, farm management, forestry and natural resources, plant production, and horticulture. Each product description contains some or all of the following: topic, program title, computer language, major features of the program, hardware and operating system requirements, program cost, and source. Appendixes to the guide include a list of contact persons for each community college in California along with areas of microcomputer interest or experience and accessible microcomputer hardware and also an index of sources cross-referencing the individuals, agencies, and companies that have contributed listings of software for this guide to the products available through them. (MN)

ED 259 206 CE 041 948

Hassan, Salah Salem
Private Sector Involvement in Vocational Education. Overview. ERIC Digest No. 36.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-81-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Programs; *Cooperative Programs; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; *Job Training; Role of Education; *School Business Relationship; Unemployment; *Vocational Education; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Private Sector

The purpose of the Job Training Partnership Act (JTPA) is to establish job training and employment assistance programs for economically disadvantaged youth and hard-to-hire, unskilled adults. Like the Comprehensive Employment and Training Act (CETA), JTPA works through a locally based program delivery system. Unlike CETA, JTPA calls for equal responsibility between the private and public sectors for making fundamental decisions about local program operations. Under JTPA vocational education will have a vital role in training and retraining programs for the unemployed and economically disadvantaged. JTPA administration is the responsibility of each state's governor who divides the state into service delivery areas (SDAs). Each SDA appoints a Private Industry Council. Therefore, vocational education can be represented potentially on several levels and have a more active role in determining how training funds will be spent. Through its state advisory councils vocational education can work closely with other local public agencies in the new partnership with private business. Some cooperative arrangements between the public and private sectors have focused on meeting demands of the changing workplace. Steps needed to build successful partnerships include conducting needs assessments, identifying resources, choosing partners, and establishing working relationships. (YLB)

ED 259 233　　CE 042 389

Robinson, Margaret
National Adult Literacy Project 1983-1985. Final Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 124p.; For related documents, see ED 253 772-776, ED 254 755-758, and CE 042 388.
CONTRACT- NIE-R-83-000-11
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Demonstration Programs; *Functional Literacy; Information Dissemination; *Literacy Education; Policy Formation; Program Descriptions; *Public Policy; Research and Development; *Research Needs
IDENTIFIERS- *National Adult Literacy Project

This report describes the accomplishments of the National Adult Literacy Project, funded by the National Institute of Education from September 1983 to March 1985 as part of the Adult Literacy Initiative. The project's goal--to assemble and report current information on literacy issues--was achieved through three component efforts: information dissemination and technical assistance, research and development (R&D), and policy analysis. Chapter I describes the first component; tasks included (1) development of an organizing model for literacy programs; (2) collection of program information (through surveys of 375 nominated programs and site visits to 32); and (3) a two-day national conference on the state-of-the-art of literacy instruction. The R&D component outlined in chapter II involved developing a guide to qualitative data collection and an interview guide, site visits, analysis of information from 213 programs, preparation of four research monographs, and creation of an R&D agenda. In the policy analysis phase (chapter III), a compendium of demographic and statistical information on adult literacy characteristics was compiled; a synthesis of the conference presentations was assembled; and a white paper was prepared, discussing problems and issues affecting policy and decision making for adult literacy. Appendixes to this report include the agenda of the National Adult Literacy Conference, the interview guide, a program practice profile, the codebook used for program data analysis, the R&D agenda survey, the call for authors for the white paper, and a list of references. (SK)

ED 259 304 CS 008 085

Watson, Mary
Differences in Book Choices for Reading Pleasure between Second through Fifth Grade Boys and Girls.
PUB DATE- May 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Behavior Patterns; Grade 5; Intermediate Grades; Private Schools; *Reading Attitudes; *Reading Habits; *Reading Interests; *Reading Material Selection; Reading Research; *Recreational Reading; *Sex Differences
IDENTIFIERS- *Reader Preferences

A total of 230 second through fifth grade boys and girls from five private schools in the San Francisco Bay area were asked to keep a record of the books they read for pleasure over the period of a month to determine whether there were differences between the books chosen across the grades and between sexes. The students recorded the books on a record sheet according to name of book, author, fiction/nonfiction, and the subject category of the book. Data showed that although there were many similarities in the types of books chosen for reading pleasure by second through fifth grade girls and boys, there were also significant differences in the choices they made. Girls read many more books in the category of family stories than did boys. They also read more romance and historical fiction. Boys read more books about animals and science than did girls. Two major findings not found in previous research were (1) that girls tended to read more books written by women authors and boys more books written by men authors, and that, in the case of the girls, they read more books by women authors as they matured; and (2) that students read less nonfiction as they grew older. (HOD)

ED 259 333 CS 208 984

Tsang, Kuo-jen
International News Communication Research: A Meta-Analytic Assessment.

PUB DATE- Aug 85
NOTE- 62p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Global Approach; Journalism; Literature Reviews; Media Research; Meta Analysis; *News Reporting; *Research Methodology; *Research Problems; Research Projects; *Scholarly Journals; World Affairs
IDENTIFIERS- *International News; *Research Trends

A survey of "Journalism Quarterly," "Gazette," "Public Opinion Quarterly," "Journal of Broadcasting," and "Journal of Communication" reveals that the early research on international news flow or coverage emphasized two aspects of news: (1) how the United States was portrayed in the media of other nations, and (2) what the effect of American society was on the foreign news it received. In the early 1950s, the research trend began to shift to a more specific, quantitative, and empirical direction. Both government and private sources provided large grants for projects conducted in a number of important institutions. The most essential work of this trend was a series of reports issued from 1952 to 1956 by the International Press Institute. A review of the studies published since 1970 reveals at least four frameworks that have been used to analyze international news: content analysis of international news, the theoretical proposition in the news, the imbalance in news flow, and factors influencing the process of news flow. Problems inherent in the current research trend involve the limitation of methodological techniques, generalizable knowledge, discovery of subject categories, and research propositions. (HOD)

ED 259 348   CS 209 058

Black, Jay; Barney, Ralph
The Case Against Mass Media Codes of Ethics.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Credibility; *Ethics; Freedom of Speech; Integrity; *Journalism; *Mass Media; *Moral Development; Moral Values; Social Responsibility
IDENTIFIERS- First Amendment; *Journalists; *Media Ethics

Pragmatic and philosophical cases against codes of ethics for journalists and other mass media practitioners are proposed in this paper. After an examination of the First Amendment considerations related to media ethics, a distinction is made between moral philosophy and moralizing, and it is argued that most media codes tend to be moralistic in tone rather than being based on principled morality. It is next observed that developmental psychologists maintain that individuals naturally operate on narrow, pragmatic, and moralistically selfish bases only in their early stages of moral development, but that morally mature individuals and institutions evolve into independent agents. The stages and sequences of this development are traced, and the roles played by such external regulators as ethics codes during the various phases of individual development are pointed out. It is concluded that if a First Amendment function of journalists and other media practitioners is to operate as social catalysts capable of identifying the topics and expediting the negotiations societies need in order to remain dynamic, then codes of ethics may very well be dysfunctional. (HTH)

ED 259 363 CS 209 103

Mattinen, Eija
Differences between American and Finnish Written Business Communication.
PUB DATE- Apr 84
NOTE- 9p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984) p31-37.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business Correspondence; *Comparative Analysis; Foreign Countries; *Layout (Publications); Letters (Correspondence); Organizational Communication; *Standards; *Technical Writing
IDENTIFIERS- *Finland; United States

Some differences exist between American and Finnish written business communication practices. The main difference is in the format: the layout of the documents in Finland is standardized. For example, whereas the American secretarial handbooks give at least seven or eight possibilities for letter arrangement, in Finland there is only one. In 1970 a decision of the Finnish Cabinet directed that the Finnish standard system must be applied in all documents written in governmental administration. The goals of the standardization of office technique are the same in Finnish industry as in government: to set uniform procedures, to minimize the number of alternatives, and to make work accurate. As in the United States, there are also standard sizes of paper. The standard size permits the documents to be horizontally divided into four fields: identification field (name of the company), address field, message field, and communication field. Among other things, this results in a happy typist, who does not have to worry too much about a letter's appearance, since the placement is the same in every document. (HOD)

ED 259 425 CS 504 997

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 15p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrators; Annotated Bibliographies; Communication Apprehension; *Communication Research; *Communication Skills; Confidentiality; *Doctoral Dissertations; Elementary Education; Higher Education; Intercultural Communication; Interpersonal Communication; Legal Aid; Nonverbal Communication; Organizational Communication; Preservice Teacher Education; *Speech Communication; Teacher Education; Writing Instruction

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: (1) increasing patient communication through modeling; (2) an analysis of elementary Yeshiva school principals' and faculties' perceived leadership behavior and organizational climate in New Jersey and the New York City boroughs of Brooklyn, Manhattan, and Staten Island; (3) academic preparation for a career in professional football: what student athletes need to know regarding certain communication skills, long-term career planning, and personal finances; (4) undergraduate college students' use of assertive message types and perceptions of communication competence in nonclassroom contexts; (5) differences between levels of oral communication apprehension and communicator style of preservice teacher education students; (6) negotiation of meaning in cross-cultural communication: a study of doctor/patient interaction; (7) administrator communication behavior: perceptions of teachers in rural school districts; and (8) communicative competence: an analysis of policy decisions in an administrative setting. (DF)

ED 259 439 EA 017 803

Striving for Excellence: Strengthening Secondary Education in Michigan.

Michigan Commission on High Schools, Lansing.

SPONS. AGENCY- Michigan Association of Secondary School Principals, Ann Arbor.; Michigan State Board of Education, Lansing.

PUB DATE- Dec 83

NOTE- 22p.; Cosponsored by the Michigan Association of Secondary School Principals.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Admission Criteria; *Educational Change; Educational Improvement; *Educational Quality; Faculty Development; Government School Relationship; Graduation Requirements; Postsecondary Education; School Districts; *Secondary Education; State Action; State Boards of Education; State Departments of Education; State Programs; *State Standards; Teacher Education; Time Factors (Learning)

IDENTIFIERS- Excellence in Education; *Michigan; *Michigan Commission on High Schools

On the basis of research reports, a survey of secondary school principals, a public opinion survey, state comparisons, public hearing testimony, and findings from high school visitations, the Michigan Commission on High Schools developed recommendations for improving seven aspects of secondary education in Michigan. First, the commission recommends extensive strengthening of state and local requirements for graduation and proposes methods for revising policies to support such requirements. Second, more stringent admission requirements for universities and four-year colleges are urged. Strengthening teacher training, certification standards, and professional development programs is the commission's third focus of concern. Fourth, the commission suggests policies that will increase and improve learning time available to students. Fifth, a recognition program to reward excellence is encouraged. The commission recommends that districts join together to offer courses otherwise impractical to provide. Finally, the commission suggests actions that should be taken to develop processes that will continually renew improvement efforts locally and at the state level. Notes provide data supporting the recommendations. (PGD)

ED 259 081 CE 040 928

Hardman, James R.
A Competency-Based Program for Electronic Gaming Equipment Repair.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electronic Equipment; Electronic Technicians; *Equipment Maintenance; Job Skills; Learning Activities; Learning Modules; Pretests Posttests; Two Year Colleges
IDENTIFIERS- *Electronic Games; Gambling; *Troubleshooting

This program is designed to provide entry-level training to individuals (especially workers displaced from industry) who desire employment as "slot technicians" in the casino industry. The 96-hour course includes both classroom instruction and hands-on experience. Sources for direct purchase of required manuals are provided. The 13 modules consist of a cover sheet with title, job skill to be developed, objective, and list of required materials; a pretest/posttest; sheets with information and activities; and pretest/posttest answers. Module topics are illegal gaming activities, assembly location and purpose, troubleshoot to sub-assembly level, terms and symbols, electronic components, disassembly and reassembly of major sub-assemblies, operational tests, printed circuit boards, soldering techniques, use of a digital multimeter, use of commercial testing equipment, and preventive maintenance. Appendixes include "slot tech" duties, three trouble flowcharts, a preventive maintenance schedule, and a sample competency certificate. (YLB)

Reiff, Tana; Jamula, Melissa
Grassroots Publicity. Proven, Low- or No-Cost Ideas for Adult Education Programs.
Reading Area Community Coll., Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- May 85
NOTE- 33p.; Small type reproductions may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Programs; Advertising; Guidelines; Information Networks; Linking Agents; Mass Media; Organizational Communication; *Publicity; *Public Relations; Public Support; School Community Relationship; *School Holding Power; *Student Recruitment
IDENTIFIERS- 310 Project

This booklet describes 20 inexpensive or no-cost techniques for increasing enrollment and student completion rates in adult education programs. Outlined in the guide are the following techniques or activities: refining class logistics; sponsoring liaisons; designing registration packets and recruitment fliers and writing press releases, radio public service announcements, and letters to prospective students; establishing an English-as-a-second-language (ESL) self-help group; writing a multilingual flyer; sponsoring a student-of-the-year award; advertising on a fast-food placemat; planning an adult education week; designing in-house presentations to acquaint staff of local agencies with available adult education programs; implementing a bring-a-friend-to-class program; using graduation exercises as an opportunity to enhance public relations; using resource persons from local college marketing or advertising classes; obtaining celebrity endorsements; maintaining ongoing contacts; sponsoring an open house; and using packaged public relations. Each activity description includes information about the goals, time requirements, cost, and procedures of the activity as well as a discussion of its relative strengths and weakness and additional recommendations for expanding on the basic implementation procedures outlined. (MN)

ED 259 122 CE 041 742

Barnes, James L.

Manufacturing Technology.

Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 224p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. IA 014 I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Assembly (Manufacturing); Computer Oriented Programs; *Entrepreneurship; Equipment Utilization; Hand Tools; *Industrial Arts; Junior High Schools; Learning Activities; Machine Tools; *Manufacturing; *Mass Production; Measurement Techniques; Personnel Management; *Shop Curriculum; State Curriculum Guides; Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Manufacturing

This curriculum guide is designed to assist junior high school industrial arts teachers in planning new courses and revising existing courses in manufacturing technology. Addressed in the individual units of the guide are the following topics: introduction to manufacturing, materials processing, personnel management, production management, entrepreneurship, and computer applications in manufacturing. Each unit contains some or all of the following: objectives, key words, a list of teaching aids needed, suggested references, a sentence outline, a list of materials for students, suggested student activities, student worksheets, transparency masters, student handouts, and a unit test. Appendixes to the guide include a reference list; a list of material and equipment suppliers; and a series of computer programs dealing with conversion of various units of measurement, graphics applications, and shop accounting procedures. (MN)

ED 259 138   CE 041 807

Opening Doors for Success. FY-1983 Annual Report to the President of the United States.
National Advisory Council on Adult Education, Washington, D. C.
PUB DATE- Mar 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Bilingual Education; Blacks; *Demonstration Programs; Educational Finance; English (Second Language); *Federal Legislation; Federal Programs; Federal State Relationship; High School Equivalency Programs; *Models; National Programs; Postsecondary Education; Program Descriptions; Program Effectiveness; *State Programs; Whites
IDENTIFIERS- Adult Education Act 1966

This document provides an overview of programs and activities in adult and secondary education, along with statistical data about adult education efforts in the United States. The first part of the document presents seven short sections about council functions and programs in adult education. Included in these sections is the following information: council response to the proposed Adult Education Consolidation Bill; council's functions; descriptions of outstanding programs and professionals throughout the country; the council at work; a historical overview of the Adult Education Act, 1966-1981; a summary of major revisions in the Adult Education Act, 1966-1981; and a list of state directors of adult education. The second part of the report contains 13 tables that present statistical data on the following topics: state allotments for adult basic education; state expenditures; 1981 level of effort in relation to need; number of organizations providing English (second language) or bilingual education; full-time employees in adult basic and secondary education; part-time employees in adult basic and secondary education; race/ethnic group of participants in functional levels 1 and 2 by state; sex and age of participants in basic and secondary programs; number of participants upon entry into program by state; achievements of program participants; and number of participants leaving the program and their reasons. (KC)

ED 259 192 CE 041 920

Sayers, Dennis

Computer-Assisted Language Learning in Bilingual Vocational Education.

Connecticut State Dept. of Education, Hartford.

PUB DATE- 84

NOTE- 64p.; For related documents, see CE 041 919-922.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Basic Education; *Bilingual Education; Comparative Analysis; *Computer Assisted Instruction; Computer Software; *Courseware; Educational Benefits; Glossaries; Job Training; Language Skills; Limited English Speaking; *Microcomputers; Program Descriptions; Programing; Secondary Education; Second Language Instruction; Spanish Speaking; Team Teaching; Teamwork; Vocabulary Development; *Vocational Education; Word Processing

IDENTIFIERS- *Computer Assisted Language Learning; Connecticut; Vocational English as a Second Language

This manual is designed to provide bilingual educators with information concerning the realistic potential of microcomputers in vocational education programs. Discussed first are the benefits, limitations, and hardware configurations of computer-assisted language learning (CALL). The next chapter deals with courseware and instructional management software for use in CALL and includes a sample rhyming dictionary and reviews of four commercially available language arts-related computer programs. The relative advantages of CALL programming in BASIC and LOGO are compared. Concluding the manual is a chapter on using a teamwork approach in developing programs. Appendixes to the handbook include a glossary and computer programs for a vocational math guessing game, one-key English and Spanish word processors, and a guessing game based on shop vocabulary. (MN)

ED 259 276 CG 018 377

Magee, John T.; And Others
A Comparison of Children's Behavior Problems in Clinical and Nonclinical Intact Families.
PUB DATE- 19 Apr 85
NOTE- 10p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985). For related research, see CG 018 376. Portions of the document may be marginally legible because of blurred type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Behavior Problems; *Children; Communication Skills; Comparative Analysis; *Family Influence; Family Life; Family Problems; *Males; Problem Solving

There has been increased interest in family systems approaches to the treatment of children's behavior problems. A study was conducted to compare children's behavior patterns in clinical and nonclinical intact families and to explore the relationship between family functioning and boys' behavior patterns. Subjects consisted of 16 clinic families who were clients of a child guidance center, and 14 non-clinic families recruited from the community. All families consisted of at least one male child between the ages of 6 and 12, and his biological parents. Families were assessed using self-reports of family process and boys' behavioral functioning. The results showed significant differences between groups on behavioral functioning and family process variables. Boys in nonclinical families were reported to have significantly fewer and less severe behavior problems than boys in clinical families. The measure of family process indicated that clinical families reported significantly poorer problem solving and communication skills than nonclinical families. In addition, clinical families rated themselves as more disengaged and less adaptable than did nonclinical families. There was also a significant relationship between children's behavior problems and family processes such that more behavior problems correlated with more dysfunctional family processes. (Author/NRB)

ED 259 290 CG 018 391

Noonan, John R.; Von, Judith M.

Scoring the Rotter Incomplete Sentence Blank-High School Form in Facility Placed Male Juvenile Delinquents: Maladjustment or Artifact of Placement.

PUB DATE- Mar 85

NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Adolescents; Correctional Institutions; *Delinquency; Diagnostic Tests; Males; *Psychological Evaluation; *Response Style (Tests); *Scoring; Test Items

IDENTIFIERS- *Rotter Incomplete Sentence Blank

Although the Rotter Incomplete Sentence Blank (ISB):High School Form has been used to distinguish between normal and abnormal adolescents, it has been hypothesized that in facility placed juvenile delinquents' highly conflictual responses (i.e., those that index maladjustment) reflect removal from home and agency placement rather than long-term maladjustment. To test this hypothesis, 24 white, court-adjudicated male adolescents completed the ISB. Following initial scoring, sentence stem responses that were a direct result of facility placement (i.e., that mentioned the facility or emphasized removal from home) were eliminated. The ISB maladjustment scores were prorated to provide a sample of comparison scores that did not include responses pertaining to placement. Results showed that the mean maladjustment score prior to the elimination of agency-related responses was 150.8 with a standard deviation of 26.0. Following elimination of the agency-related responses and prorating of the protocols, the mean maladjustment score was 131.6 with a standard deviation of 25.7. An analysis of the sentence stems most likely to elicit agency-related responses showed that these stems were those which had been found in previous research to distinguish between agency placed youths and high school controls. The findings suggest the use of the scoring procedure alone may artificially elevate scores into the maladjustment range. The usefulness of the ISB in revealing longstanding conflicts is likely to be diminished by the intrusion of conflictual responses pertaining only to removal from home and placement in a facility. (KGB)

ED 259 318 CS 008 102

Werker, Janet F.; And Others
Consonant Errors of Severely Disabled Readers.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Comparative Analysis; *Consonants; Decoding (Reading); Error Analysis (Language); *Phoneme Grapheme Correspondence; Reading Ability; Reading Achievement; *Reading Difficulties; *Reading Processes; *Reading Research; Reading Strategies; Spelling

Two studies were conducted to determine whether the consonant errors displayed by readers with severe reading disabilities are the result of phonetic rather than visual substitutions. In the first study, the reading and spelling performance of three groups of readers with average IQs but with reading levels two years below grade level, was compared with that of matched controls, using a list of 96 one-syllable nonsense words. Subjects in all groups made more phonetic than visual substitutions, showing that even among those with severe reading disabilities linguistic confusions account for reading problems. Also, subjects from all three test groups, but not from the control groups, made as many or more consonant additions than they did phonetic substitutions in both the reading and spelling tasks. A qualitative, post-hoc analysis of the errors suggested that these additions may have resulted from the test subjects attributing phonemic status to the intermediate articulations approximated when sounding out a nonsense word (such as, ope to olpe). It was thought that subjects might rely on such an articulatory strategy if they had an inaccessible or poorly developed phonological system. The second study was designed to test this articulatory strategy explanation. A list of 262 one-syllable nonsense words was developed to test specific predictions emerging from the study. Results from the second study replicated those of the first, and were consistent with predictions. (HTH)

ED 259 394 CS 209 167

Marsh, Harry D.
Hodding Carter's Newspaper on School Desegregation, 1954-1955. Journalism Monographs Number Ninety-Two.
Association for Education in Journalism and Mass Communication.
PUB DATE- May 85
NOTE- 29p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Responsibility; Content Analysis; Desegregation Effects; *Editorials; Evaluation Criteria; *Journalism; *Mass Media Effects; *Newspapers; Persuasive Discourse; Press Opinion; *Racial Attitudes; Regional Attitudes; Social Background; Social History; United States History
IDENTIFIERS- *Carter (Hodding Jr); Editors; Press Responsibility

Noting that Hodding Carter, Jr., editor and majority owner of the Greenville, Mississippi, "Delta Democrat-Times," was considered a spokesman of and to the South regarding racial matters during the two decades between the end of World War II and the escalation of the Vietnam war, this monograph examines Carter's newspaper in the two-year period immediately following the 1954 Supreme Court desegretation decision. The monograph's purpose is to examine the issues chosen and the persuasive techniques used in Carter's writings, to consider his personality and background, and to analyze the writings in the light of accepted criteria of journalistic performance. The monograph concludes by noting that Carter was able to meet the criteria for responsible journalism not so much through conscious effort as by meeting the following qualifications of an effective editor: ownership of the medium, active participation as a citizen in the community, respect in the wider journalistic community, the ability to write lucidly, and the capacity for formulating independent views and the desire to express them. (HOD)

ED 259 410 CS 504 979

Breen, Myles P.

A Study of How Australia, Canada and Japan are Perceived on United States Television Network News.

PUB DATE- May 85
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; *Foreign Countries; Information Sources; International Relations; *Mass Media Effects; *News Reporting; Public Opinion; *Television Research
IDENTIFIERS- Australia; Canada; Editorial Policy; Japan; News Perspective Bias; *Television Networks

A study was conducted to explore the way network television news observes three countries friendly to the United States: Australia, Canada, and Japan. Every news story from 1968 to 1983 on the ABC, CBS, and NBC networks that mentioned any of the three countries or their people was examined. Coders classified the 4,038 stories based on origin, date, length, network broadcast technique, and topic category. The most significant finding of the study was that none of the countries was particularly newsworthy. Most of the stories originated in the United States. The Canadian and Japanese stories tended to concern legal and political or business and economic matters, insofar as these impinged on American interests. Canadian stories were often concerned with the Canadian environment, but seldom with Canadian sports. Stories were unusually interested in Australian sports and environment. In general, the news reports tended to ignore art, music, show business, and religion, particularly in Canada. (HTH)

Gushee, Matt
Student Discipline Policies. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Twelve.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Corporal Punishment; Court Litigation; *Discipline; *Discipline Policy; Discipline Problems; Elementary Secondary Education; Expulsion; Legal Problems; Policy Formation; School Law; *School Policy; Student Behavior; *Student Rights; Student School Relationship; Suspension
IDENTIFIERS- ERIC Digests

Educational policy makers and administrators must choose from a bewildering variety of discipline models and techniques. Legal intervention and contradictory research findings further complicate the matter. There is, therefore, no cut-and-dried solution to student behavior problems. Rather, discipline policies must be based on community values, and on administrators' best judgment of students' welfare. Policy recommendations emerging from the literature include (1) the need for accurate data on student behavior prior to setting policy; (2) involvement in policy making by all groups affected by it (i.e. students, teachers, parents, and community members); (3) clear definition of undesirable student behavior; (4) flexibility, to allow for different situations; (5) clear communication via a readable and well-designed student handbook; and (6) consistent enforcement. (TE)

ED 259 152 CE 041 841

Medical Laboratory Assistant. Laboratory Occupations Cluster.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- 85

NOTE- 294p.; For a related document, see CE 041 840.

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Curriculum Guides; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; *Job Search Methods; *Job Skills; Laboratory Equipment; *Laboratory Procedures; Laboratory Safety; *Laboratory Technology; Learning Activities; *Medical Laboratory Assistants; Occupational Information; Secondary Education

This task-based curriculum guide for medical laboratory assistant is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a career ladder, a matrix relating duty/task numbers to job titles, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by 15 duties: employing laboratory safety procedures, communicating with employees and patients, using basic laboratory skills, operating laboratory equipment, collecting specimens, providing care and maintenance of equipment and supplies, preparing specimens for analysis, performing hematologic procedures, performing urinalysis, performing chemistry analysis, performing microbiology procedures, performing serologic procedures, performing blood bank procedures, performing clerical duties, and using employability skills. Other contents include student and class achievement records, tool/equipment lists, a bibliography, and Board of Registry information provided by the American Society of Clinical Pathologists. (YLB)

Flanagan, W. Malcolm
Computerized Vocational Objectives Manual and Data Bank for Students with Special Needs. A User's Manual and Comprehensive Data Bank of Over 3000 Vocational Entry and Exit Level Objectives Designed for Special Needs Learners.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 2 Nov 84
NOTE- 142p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Agricultural Occupations; Allied Health Occupations; Appliance Repair; Auto Body Repairers; Auto Mechanics; Basic Skills; *Behavioral Objectives; Building Trades; Child Development; Communication Skills; *Competence; Competency Based Education; *Databases; Data Processing; Drafting; Electronics; Food Service; Horticulture; Individualized Education Programs; Job Skills; Language Skills; Masonry; Mathematics Skills; Mechanical Skills; Merchandising; Occupational Information; Office Occupations; Refrigeration Mechanics; Secondary Education; Skill Development; Skilled Workers; *Skills; Small Engine Mechanics; *Special Education; *Vocational Education

A project was conducted by Missouri LINC to create a computerized data bank of entry and exit-level competencies that could be applied to special education students in vocational education. The competencies that were developed through that project are contained in this guide. They are expected to be useful for vocational and special education teachers in creating individualized education plans (IEPs) and in counseling with students and parents. The competencies are numbered and grouped by academic areas and vocational areas. They cover the following academic areas: behavior, communication, mathematics, occupational awareness, equipment, and physical skills. The occupations covered are air conditioning and refrigeration, agricultural occupations, automobile service, boat/hull repair, building and maintenance, business and office, boat and power equipment, building trades, child development, data processing, drafting, electronics, food service, general, health occupations, horticulture, masonry, merchandising and fashion, machine shop, small engine repair, and sewing. A guide is included for using the computerized objectives with individual students. (KC)

ED 259 179 CE 041 901

What to Do Regarding Coordinating Work and the Family.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Instructional Materials Lab.
PUB DATE- Aug 83
NOTE- 279p.; For related documents, see CE 041 900-906.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Rearing; Consumer Education; Curriculum Guides; *Employment; *Family Income; Family Life; *Family Life Education; *Home Economics; *Homemaking Skills; Home Management; Learning Activities; Learning Modules; *Money Management; Secondary Education

These materials for the curriculum area of coordinating work and family comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem, expressed in the title of this document, is divided into two practical problems, i.e., what to do (1) regarding provision of an economic base; and (2) regarding achievement of a balance in the family and career life style. These two topics are further categorized into five concerns regarding: (1) income procurement; (2) management of economic resources; (3) effects of family on work; (4) effects of work on family; and (5) interaction between family and work. Thirty-seven concepts on modules are developed within these concerns. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

ED 259 220 CE 042 002

Coldeway, Dan O.

Individualized Instruction under Control: The Design of Distance Learning Environments to Maximize Learner Success. REDEAL Technical Report #4. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).

SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.

PUB DATE- Oct 80

NOTE- 27p.; For related documents, see ED 249 346-348 and CE 042 004-011.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; Adult Students; *Distance Education; Educational Research; Foreign Countries; Higher Education; Independent Study; *Individualized Instruction; Models; *Program Design; Program Development; Program Effectiveness; *Program Evaluation; *Program Implementation; Success

IDENTIFIERS- Alberta; Athabasca University AB

Project REDEAL (Research and Evaluation of Distance Education for the Adult Learner) has designed a three-semester system for distance education. Design features have been recommended to maximize personal learner success as well as to have an impact on indicators of success. The individualized instructional environment recommended is a specific attempt to allow both sophisticated and naive individualized learners to maximize success. The six-month fall semester is designed to accommodate incoming adult learners with little or no previous distance educational experience. Learners are given maximum attention in a fairly structured individualized environment. The eight-month winter "flex" semester is designed for learners who are prepared for individualized instruction. The flexibility provided by a reduction in pacing and by continuous enrollments for all learners during the first three months allows the institution to accommodate learners with unique time requirements. The two-month summer semester offers intensive courses predicted to be of interest to particular groups (e.g., teachers). The implementation of such a semester system has many implications for the design of instructional systems and learner management systems and for institutional organization. (Guidelines for implementation of the semester system and a four-year evaluation plan are described.) (YLB)

ED 259 248 CG 018 349

Cross, Michael; Moreland, Richard
Sex Differences in Group Memberships.
PUB DATE- May 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Expectation; Extracurricular Activities; *Group Membership; Higher Education; High Schools; *Interpersonal Competence; *Participant Satisfaction; *Sex Differences; Sex Stereotypes; *Social Behavior

A common sexual stereotype, supported by research evidence, is that women are more sociable than men. In studies using standardized measures of social interests, social values, needs for inclusion and acceptance, and the need for affiliation, women nearly always score higher than men. In studies comparing the social skills of women and men, women nearly always display better social skills than men. Finally, studies comparing the friendships of women and men suggest that women are more involved than men with other people. These studies involve dyadic relationships; little research has been performed on sex differences in group memberships. Entering college freshmen (N=1100) completed questionnaires on their memories about high school groups and their expectations about college groups. The results indicated that women belonged to more high school groups than men, belonged to larger groups, remained group members longer, enjoyed their group memberships more, and regarded groups as more important than did men. Women reported more positive memories than men about high school groups, even when the kinds of groups they belonged to during high school were taken into account. Similarly, women reported more positive expectations about college groups, even when the kinds of groups that they wanted to join during college were taken into account. These results suggest that sex differences in sociability were responsible for the more positive questionnaire responses of the women in this sample. (NRB)

ED 259 262 CG 018 363

Reauthorization of the Older Americans Act: New Jersey Perspective. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session (March 19, 1984, Elizabeth, NJ).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-98-494
PUB DATE- 85
NOTE- 102p.; Portions of the document contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aging (Individuals); Educational Gerontology; Federal Aid; Geriatrics; *Grants; Hearings; Individual Needs; *Older Adults; Retirement; *State Agencies
IDENTIFIERS- Congress 98th; New Jersey; *Older Americans Act 1965; Reauthorization Legislation

This document presents the transcripts of testimony and prepared statements from the Congressional hearing on the reauthorization of the Older Americans Act. Opening statements from members of the Select Committee on Aging, Representatives Matthew J. Rinaldo, George C. Wortley, and Christopher H. Smith, are presented. Background information on the Act and an accompanying chart of active and planned grants under Title IV of the Act are presented by Commissioner Lennie-Marie Tolliver, Administration on Aging. Three panels featured testimony of (1) senior citizens; (2) directors of state and area agencies on aging; and (3) representatives of geriatric education, training, and research. The appendix includes a statement from the American Association of Retired Persons, and nine statements or letters from directors and presidents of local senior citizens clubs, councils, associations, and services outlining the priorities of older Americans (e.g., transportation, health, psychological, and nutritional needs). (KGB)

ED 259 349 CS 209 064

Kim, Won Yong

The Consumption Trend and Subscription Factors of Ethnic Newspaper: A Study of Asian-Americans in Los Angeles.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Asian Americans; Chinese Americans; *Ethnic Studies; Filipino Americans; Japanese Americans; Journalism; Korean Americans; *Newspapers; *Use Studies
IDENTIFIERS- California (Los Angeles); Consumption; *Ethnic Newspapers; Journalism Research; *Newspaper Subscriptions; Readership Analysis

Focusing on the general consumption pattern of ethnic newspapers by Asian-Americans and the underlying attributes of that consumption, a study surveyed 406 randomly selected Asian-Americans (Koreans, Japanese, Chinese, and Filipinos) in the Los Angeles area. The data were analyzed in terms of developmental trends of consumption by years of residence in the United States, and the relationship between demographic and ethnic variables and subscriptions to ethnic newspapers. Findings show that (1) consumption of ethnic newspapers reaches a peak between the twentieth and thirtieth years of living in the United States; (2) each group experiences a different trend in consumption, with Filipinos' consumption peaking in the early stage of immigration and that of the Chinese in the later stage; and (3) age, sex, citizenship, years of residence, and ethnic identification and behavior variables are important in predicting ethnic newspaper subscription. (DF)

ED 259 379 CS 209 150

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 20p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; Content Area Writing; Creative Writing; Critical Thinking; *Doctoral Dissertations; Educational Theories; Elementary Secondary Education; Group Discussion; Higher Education; Prior Learning; Rhetoric; Sentence Combining; *Technical Writing; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Readiness; *Writing Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 39 titles deal with a variety of topics, including the following: (1) the assessment of writing ability; (2) small group discussion as a prewriting activity; (3) effects of evaluation methods in learning technical writing skills; (4) the effects of prior knowledge and audience on writing; (5) teaching creative writing; (6) a study of the word processor and composing; (7) using a learning styles approach to teaching composition; (8) parent involvement in the composing processes of kindergarten children; (9) a comparison of two approaches to using writing across the curriculum; (10) sentence combining; (11) literature as equipment for writing; (12) regression in student writing performance as a function of unrecognized changes in task complexity; (13) using transparencies in a model workshop to develop learning, teaching, and writing; (14) criteria for and consistency in freshman composition evaluation; (15) the validation of the writing assessment test; (16) acquiring practical reasoning through teacher-student interaction in dialogue journals; (17) letter writing; and (18) small group writing conferences. (EL)

ED 259 469 EA 017 935

Parent & Community Participation: A Casebook.
Illinois State Board of Education, Springfield. Program Planning and Development Section.
PUB DATE- 85
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Cooperation; Cooperative Planning; Cooperative Programs; Elementary Secondary Education; Family Involvement; Institutional Advancement; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *Public Relations; Public Support; School Community Programs; *School Community Relationship; School Involvement; School Support
IDENTIFIERS- Illinois Quality Schools Index

This casebook on parent and community participation is part of a series of resource booklets to be developed in conjunction with each of the eight characteristics of effective schools used in the Illinois Quality School Index (IQSI). The resources identified are derived from computer searches in the ERIC database, contact with national professional organizations, and assistance from Illinois colleges of education. The first section provides computer search printouts of journal annotations and document abstracts from the ERIC resource system on the topic of parent and community participation. This is followed by copies of two newsletters published by the National Association of Elementary School Principals on "Winning Public Support for Education" and "Effective School PR and How to Get It." Thereafter, addresses and descriptions of suggested organizational resources are provided, including lists of pertinent publications available from each. The last two sections consist of suggestions for further study and a listing of resource agencies in Illinois and nationwide. (TE)

ED 259 097 CE 041 355

Adult Education in Sweden. Fact Sheets on Sweden.
Swedish Inst., Stockholm.
PUB DATE- Feb 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Students; Continuing Education; Coordination; Correspondence Study; Distance Education; Educational Cooperation; Educational Media; Educational Policy; Educational Practices; Educational Radio; Educational Television; Educational Trends; *Financial Support; Folk Schools; Foreign Countries; *Government School Relationship; Industrial Training; *Job Training; Library Services; Lifelong Learning; National Programs; Nonformal Education; Postsecondary Education; *School Business Relationship; Staff Development; Student Characteristics; Student Participation
IDENTIFIERS- Private Sector; Study Circles; *Sweden

An estimated one-third of Sweden's adult population pursues some type of studies. The primary forms of education and training available for adults in Sweden are residential adult colleges, folk high schools, voluntary educational associations or study circles, municipal and national adult education programs, adult basic education programs, public library or audiovisual aid center-sponsored activities, training programs sponsored by employee organizations or employers, educational television and radio, and correspondence schools. Study circle, municipal adult education, and folk high school programs are supervised by the National Board of Education. Except for study circles, all adult educational programming is available without charge. Adult learners in Sweden are also eligible for study funds payable in the form of hourly or daily study grants. Much of the rapid growth of adult education in Sweden in recent years has resulted from collaboration and coordination among various public and private agencies, including trade unions, employers, municipal governments, and educational associations. Through the national student union and its local branches, Sweden's adult learners have themselves become involved in designing the adult education system, recruiting new target groups, encouraging educational development work, and improving the financial aid system. (MN)

ED 259 193 CE 041 921

Sayers, Dennis
Bilingual Vocational Training with Trainers and Trainees: Concepts and Applications.
Connecticut State Dept. of Education, Hartford.
PUB DATE- May 80
NOTE- 65p.; For related documents, see CE 041 919-922.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Audiotape Cassettes; *Bilingual Education; *Classroom Techniques; Grammar; Guidelines; Language Skills; Limited English Speaking; Questioning Techniques; Secondary Education; Second Language Instruction; Slides; *Teaching Methods; *Visual Learning; Vocabulary Development; *Vocational Education
IDENTIFIERS- Connecticut; Freire (Paulo); *Vocational English as a Second Language

This monograph explicates the techniques for bilingual skills training of adults and out-of-school youth that were developed in the bilingual vocational training program at Bullard-Havens Regional Vocational-Technical School in Connecticut. The first chapter deals with the problem-posing and questioning technique known as "concientizacion," which was developed by Paulo Freire and which has been used extensively in bilingual programs throughout the world. It focuses on the learning processes of codification, decodification, and recodification. Discussed in the second chapter is the technique of "capacitacion," which is a method for teaching visual English to vocational students that represents English word order rules in a manner that is systematized through question-words. Procedures are set forth for using tape and slide presentations and question-and-answer sessions based on the visual English method in bilingual vocational English classes. Concluding the monograph is an annotated list of selected references dealing with bilingual instruction for vocational students. (MN)

ED 259 207 CE 041 949

Hassan, Salah Salem
Education for High-Technology Jobs. Overview. ERIC Digest No. 37.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-81-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Oriented Programs; Educational Planning; Employment Projections; Industry; Job Skills; *Job Training; *Labor Force Development; Labor Market; Labor Needs; Manufacturing; Postsecondary Education; *Program Development; *Role of Education; School Business Relationship; Secondary Education; *Technological Advancement; Telecommunications; *Vocational Education

Major technological changes are occurring primarily in three fields: telecommunications, computer applications, and advanced manufacturing technology. High technology is having a great impact on every aspect of the labor market. Most new jobs will not be in the high technology field, however, and the newly created occupations will not require a substantial increase in job skills. According to some experts, that is because high technology is based on a reduction in the skilled labor force. Others argue that some businesses and industries have failed to gain a competitive edge through adoption and adaptation of new technology. Consequently, they are becoming obsolete. Vocational education has a vital role in collaborating with business and industry in high technology training and retraining to upgrade workers with the emerging new occupational skills and to maintain a competitive edge. Vocational education is facing the challenge of producing workers who can manage, operate, manufacture, test, design, program, install, maintain, and repair high technology products and processes. Educators should consider five phases in the construction of successful high technology programs: long-range planning, program planning, development, implementation, and evaluation and refinement. (YLB)

ED 259 234 CG 018 335

Bradt, Jean M.

Morality vs. Convention: Is Kohlberg Right?

PUB DATE- May 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985). Study prepared for Masters degree, Loyola University, Chicago.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholics; *Evaluative Thinking; Higher Education; *Moral Development; *Moral Values; Sex Differences; *Sexuality; Undergraduate Students; *Value Judgment

A pertinent problem in the area of moral development is whether most people can distinguish moral from conventional issues. Some research has shown children and adolescents consider moral (intrinsic) transgressions more serious than violations of convention. To expand this research by examining in detail the role of intrinsicality in moral discriminations, and to examine Catholic students' judgments of morally and conventionally wrong sexual acts, 101 Catholic undergraduates rated the seriousness of 16 sexual and nonsexual (violations of church rules) acts. The questionnaire contained four scales to measure criteria for distinguishing between morality and convention: seriousness, unalterability, universality, and intrinsicality. The results showed that most Catholic university students saw a clear distinction between eight acts in the moral domain (intrinsically wrong), four acts in the conventional domain (not intrinsically wrong), and four acts in the prudential domain (not wrong at all). The results also revealed sex differences in the students' attitudes toward rules of their church (males saw violations of church rules as more wrong than did females) and in their attitudes toward some sexual acts (females were more emotional in their ratings of sexual acts). The results cast doubt on the validity of Kohlberg's test of moral development since the results of his test indicate that very few undergraduates can distinguish between morality and convention. (MCF)

ED 259 305 CS 008 086

Tomlinson, Louise M.
Group Oral Review in the Reading Lab: A Means of Synthesizing Individualized Approaches Applied to One Body of Written Material.
PUB DATE- 26 Apr 85
NOTE- 11p.; Paper presented at the Developmental Studies Conference (Jekyll Island, GA, April 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Class Organization; *Classroom Communication; Course Organization; *Grouping (Instructional Purposes); Higher Education; Individualized Instruction; *Reading Instruction; Reading Processes; Reading Research; Reading Skills; Remedial Instruction; *Remedial Reading
IDENTIFIERS- *Group Oral Review

Theorists and researchers have indicated that the Group Oral Review (GOR) provides valuable classroom interaction. Some objectives of the GOR approach to reading (for developmental studies reading students) are as follows: to reinforce the process used in a reading assignment, to aid development of metacognitive awareness, to emphasize the idea that any one skill or process applied to written material as an individual assignment should be seen as only part of a whole set of skills or strategies that must be used in the total act of reading, to develop confidence and fluency in oral expression or interpretation of written ideas and the thought processes related to reading, to develop the ability to listen, to recognize the importance of listening, and to develop the practice of notetaking. The assignment for GOR involves one piece of written material, to be analyzed by two or more students, each of whom will be assigned to use different types of skills. After assignments are completed, all students sit in round-table discussion and explain what they were supposed to do, how they did it, and what they found out, while the rest of the students listen and take notes. The GOR approach works best when material is of the appropriate level and length, when there is enough time allotted, and when the approach is used only occasionally to avoid monotony and competitive anxiety. (EL)

ED 259 334 CS 208 986

Chu, Leonard L.
Knowledge Gap: Theoretical and Practical Implications.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; Communications; Communication Skills; *Information Dissemination; Information Sources; Mass Instruction; *Mass Media; *Mass Media Effects; *Media Research; Prior Learning
IDENTIFIERS- *Knowledge Gap Hypothesis

The concept of knowledge gap (the discrepancy in the amount of information acquired by different groups of people reached by mass communication) can be critically examined to consider its theoretical and practical implications in the context of using communication to bring about changes in society. Some causes of knowledge gap include differences in communication skills, the amount of prior knowledge, and the exposure and retention of information, as well as different communication modes. The two most important assumptions are that equitable distribution of knowledge is desirable and that the less privileged need to be helped more than the privileged. Other conclusions are that (1) the use of mass media ought to be combined with interpersonal communication, (2) the evaluation criteria of various campaigns ought to focus on the lower social class, (3) current media instruction programs need to be examined in relation to the knowledge gap concept, (4) knowledge gap studies may call for additional theoretical focus, and (5) it is not known whether the knowledge gap is a temporal or a relatively permanent phenomenon. (EL)

ED 259 364 CS 209 104

Keogh, Timothy
The Foreign Student and the American Business School.
PUB DATE- Apr 84
NOTE- 7p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984) p39-43.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; Business Administration Education; *Business Communication; *English (Second Language); Graduate Students; *Graduate Study; Higher Education; *Limited English Speaking; Management Development; Professional Training; Public Administration Education; Second Language Instruction; Second Language Learning; Second Language Programs

The A. B. Freeman School of Business at Tulane University has developed an intensive, five-week orientation program based on weekly videotaping to help foreign graduate students confront problems of language orientation and build the confidence necessary to become successful students. The course covers a review of grammar rules, spelling rules, translating, report writing and article writing. The weekly videotaping of speeches, to be presented in front of an audience for review and discussion, helps develop poise. One practice, found to be essential, is for instructors to speak in formal English without affectation and irony, because this approximates the style of English the students are accustomed to hearing and makes it easier for them to comprehend important points until they are ready to use a native conversational style. (EL)

ED 259 426 CS 505 001

Cummings, H. Wayland, Ed.
Microcomputing in Speech Communication: A Report of the Task Force on Use of Computers.
Speech Communication Association, Annandale, Va.

PUB DATE- 85
NOTE- 90p.; Table 1, p61-62, may not reproduce because of small print.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Science; *Computer Simulation; Evaluation Methods; Information Networks; Information Science; *Microcomputers; *Professional Associations; *Speech Communication; *Technological Advancement; Teleconferencing
IDENTIFIERS- *Speech Communication Association

The essays in this volume explore the ways the Speech Communication Association (SCA) might use the computing technology of the microprocessor. The six chapters focus on the following topics: (1) ways the new technology will impact on the processing of manuscripts for speech journals and the SCA's national conventions, with particular emphasis on the role of teleconferencing, electronic mail, telemarketing, and polling; (2) the kinds of information utilities currently available that might be of particular use to members of the SCA; (3) the results of a survey conducted in 1984 to locate members who use the computer in their work, and the scope and extent of that usage; (4) methods by which to assess the value of computer assisted instructional materials; (5) computer simulations and ways to implement their use; and (6) some of the consequences of either failing to recognize the value of the microcomputer or of attributing to it human or, worse, superhuman qualities. (HOD)

ED 259 082 CE 041 018

Stella, Carolyn Rose

Curriculum Development, Refinement and Testing of Performance Indicators for Selected Vocational Programs. Final Report.

Kennewick School District 17, Wash.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.

PUB DATE- 1 Sep 84

NOTE- 294p.; Parts of this document contain light type.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations Education; *Auto Mechanics; Behavioral Objectives; Cooks; Course Descriptions; Curriculum Development; *Data Processing; Early Parenthood; *Food Service; Home Economics; Learning Activities; Lesson Plans; Nurses Aides; Office Occupations Education; Parenthood Education; *Production Techniques; Programers; *Programing; Radio; Reprography; Sales Occupations; Sales Workers; Small Engine Mechanics; Student Evaluation; Television; Trade and Industrial Education; Vocational Education; Welding; *Word Processing

IDENTIFIERS- *Cashiers; Checkers (Occupation); Parts Storekeepers; Waiters Waitresses

Curriculum materials are provided for 15 vocational programs. Each course is divided into units, for which a lesson plan is provided. The lesson plans vary slightly by course but generally contain these components: unit title, goal and/or objective, content outline, rationale, procedures, a list of required materials, recommended form of evaluation, and time required. Method of instruction may also be given. Curricula are provided for these courses: auto mechanics, automatic transmissions, cashier/checker, commercial foods--luncheon, commercial foods--breakfast, computer programming, data processing, health occupations (nurse assistant/clerical), parts distribution, radio-television production (beginning and advanced courses), reprographics, small gas engines, teen parent, welding, and word processing. (YLB)

ED 259 123 CE 041 743

Kozak, Michael R.
Metalworking Technology.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 429p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. IA 012 I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Employment Opportunities; Equipment Utilization; *Finishing; Foundries; Hand Tools; Individualized Instruction; *Industrial Arts; Junior High Schools; Learning Activities; Lesson Plans; Machine Tools; Manufacturing; Measurement Techniques; Metals; *Metal Working; Patternmaking; Safety; School Shops; *Shop Curriculum; State Curriculum Guides; Teaching Methods; Trade and Industrial Education
IDENTIFIERS- Special Needs Students

This curriculum guide is designed to assist junior high school industrial arts teachers in planning new courses and revising existing courses in metalworking. Addressed in the individual units of the guide are the following topics: introduction to manufacturing, history and development of metalworking, safety, laboratory management, material layout, bench metal work, machine metal work, forging/heat treatment, decorative work, metal casting, sheet metal work, and career opportunities. Each unit contains some or all of the following: objectives, key words, a list of teaching aids needed, suggested references, a sentence outline, a list of materials for students, suggested student activities, student worksheets, transparency masters, student handouts, and a unit test. (MN)

ED 259 139 CE 041 809

Samai, Parvine Ghaffari

Selection of a Computerized Guidance System: A Review of DISCOVER and SIGI.

PUB DATE- 1 Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Career Guidance; College Programs; *Computer Oriented Programs; *Computer Software; *Evaluation Criteria; Higher Education; *Selection
IDENTIFIERS- *DISCOVER System; *System of Interactive Guidance and Information

This paper reviews the process of selection of a computerized guidance system for a multicampus, heterogeneous college. The paper first describes the criteria for selecting a career guidance program appropriate for a particular student population. These selection criteria included content of the program, internal structure, hardware and cost, and training and support. In the next section, the paper describes the main features of the two systems that were considered for implementation: DISCOVER and SIGI (System of Interactive Guidance and Information). Finally, the paper reviews the basis for the final decision (in which DISCOVER was chosen). The system was installed at two of the college campuses in February, 1985, and will be reviewed in Spring, 1986. (KC)

ED 259 263 CG 018 364

Gornick, Lisa K.
Turning the Tables: The Woman Therapist and the Man Patient.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Individual Power; *Males; *Psychotherapy; *Sexuality; Supervision; *Therapists
IDENTIFIERS- *Countertransference; Male Female Relationship; *Transference

There is little attention in the literature to the dyad of the woman therapist and the man patient; as a result, the woman therapist is faced with a poverty of theoretical accounts upon which she can draw in her clinical work. Although analytically-oriented work must focus on individual histories rather than cultural internalizations, analysis of the meanings of power and sexuality for men and women is critical to understanding the dynamcis of the woman therapist-man patient dyad. The transference of man patient to woman therapist is characterized by an alteration in the relationship between power and authority; in this the woman therapist must negotiate a balance different from that of the male therapist. In the process of countertransference the woman therapist may respond to the erotic transference of her male patient with feelings of being threatened, guilt, and shame; she may feel frustrated at being cast as the bad mother; or she may transfer feelings about her father onto her patient. In the supervision process as well, little attention is paid to the dynamics of the woman therapist's work with male patients. Without a literature that specifically addresses these transference and countertransference issues in the female therapist-man patient dyad, the woman therapist is at a disadvantage in conceptualizing the treatment process. (MCF)

ED 259 277 CG 018 378

Tota, Mary E.; Bargh, John A.

Automaticity of Negative Self-Referent Judgments in Depression.

PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; *Depression (Psychology); Higher Education; Identification; *Negative Attitudes; Reaction Time; *Schemata (Cognition); *Self Concept
IDENTIFIERS- *Memory Load

The widespread incidence of depression has promoted many theories about what variables are involved in this disorder. Beck has theorized that a depressive's negative affect results from a schema of negative views toward oneself. Gotlib and McCann have concluded that depressives have greater accessibility than nondepressives to negative content constructs. A study was conducted to examine the idea of automatic processing of negative information due to these accessible constructs in depressives. Depressive and nondepressive undergraduates (N=52), chosen on the basis of their Beck Depression Inventory Scores, judged whether positive and negative adjectives described themselves or the average person. The amount of attentional capacity available for this task was varied by having half the subjects keep a six-digit number in short-term memory until each judgment task was completed. The results indicated that for depressives, memory load increased latency of judgments for nonsocial and self-referent nondepressed adjectives, but affective judgment times for depressed adjectives much less. For nondepressives, the latency of judgments for depressed content adjectives and nonsocial decisions was affected by memory load, while latency of judgments for nondepressed content adjectives was only minimally greater under memory load. No such pattern was found for the other-referent judgments. These data suggest that depressives and nondepressives process positive and negative self-referent information with differing degrees of efficiency. (NRB)

ED 259 291 CG 018 392

Suengas, Aurora G.; Johnson, Marcia K.
Effects of Rehearsal on Perceived and Imagined Autobiographical Memories.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Higher Education; *Imagination; *Memory; Metacognition; *Recall (Psychology); Undergraduate Students
IDENTIFIERS- *Perceived Reality; *Rehearsal (Memory)

It has been shown that internally generated (thought or imagination) and externally generated (events, things, or people encountered in the past) autobiographical memories differ in characteristic ways. To examine the consequences of rehearsal on simulated perceived and imagined autobiographical memories, 36 undergraduate students participated in a 3-day experiment. During the first day, subjects perceived six situations and imagined another six situations. On the second day, subjects rated their memories for each of the situations, using a 7-point scale. They then were instructed to think about each situation 0, 4, or 8 times and were cued with an event label on each rehearsal trial. On the third day, subjects rehearsed the situations again, and rated their memories. Results showed that rehearsal affected some aspects of the memories but not others. For example, rehearsal had parallel effects on both perceived and imagined memories for all visual attributes. Perceived memories were sharper, had more colors, more visual details, and were more vivid than imagined memories. In addition, perceived memories were more detailed and more comprehensive than imagined ones, and subjects had less doubts and better overall memory for perceived than for imagined events. These findings agree with previous reality monitoring findings that people distinguish between memories for perceived and imagined events basing their judgments on the typical attributes of each type of memory. (The appendix contains the rating scale used in the study.) (KGB)

ED 259 319 CS 008 103

Baker, Linda

When Will Children Acknowledge Failures of Word Comprehension?

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decoding (Reading); Elementary Education; Error Patterns; Grade 3; Grade 5; *Metacognition; Miscue Analysis; Reading Achievement; *Reading Comprehension; Reading Processes; *Reading Research; Reading Strategies; *Word Recognition
IDENTIFIERS- *Comprehension Monitoring

A study was conducted to determine whether word length and sentence position influence the likelihood that a child will acknowledge that a word has disrupted comprehension of a reading passage. In the first task, third and fifth grade skilled and less-skilled readers read 16 short paragraphs containing nonsense words and reported whether the paragraphs contained anything that might be hard for another child to understand. All children were more likely to identify the three-syllable nonwords than the one syllable nonwords as problematic, suggesting that children are hesitant to say that a short word is unfamiliar because they think it is a word they ought to know. This was particularly true for the third grade subjects. The effect of sentence position (noun vs. adjective) was minimal, suggesting that children, in contrast to adults, may not perceive nouns as more crucial to comprehension than adjectives. In the second task, subjects evaluated the relative comprehensibility of pairs of sentences in which the nonsense words contrasted in sentence position, number of syllables, or both. As with the first task, third grade students were more likely than fifth grade students to focus on word length in making judgments of comprehensibility. Surprisingly, however, it was often the adjective that was perceived as more crucial to comprehension than the noun. (HTH)

ED 259 395 CS 209 168

Parkland High School Program of Studies, 1985-1986.
Parkland School District, Orefield, PA.
PUB DATE- 85
NOTE- 62p.; Contains small print throughout. For related documents, see CS 209 169-170.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Content; Course Descriptions; Elective Courses; High Schools; Program Content; Program Descriptions; Program Guides; Required Courses; School Catalogs; *School Policy; *Secondary School Curriculum

One of three related documents, this booklet for students contains the basic lists and course descriptions of the high school curriculum offerings. The introductory section includes information about the counseling services, graduation requirements, credits, promotion policy, curriculum areas, independent study, program opportunities for gifted/high potential students, and other school policies. The remaining sections of the booklet contain sample registration forms, a course catalog, and the course descriptions. (EL)

ED 259 411 CS 504 980

Edwards, Renee; And Others

Innovation in Business Organizations: Adoption of Japanese Management Principles and Communications Technologies.

PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Business Communication; *Communication Research; Computers; Employer Employee Relationship; Foreign Countries; Occupational Surveys; Organizational Communication; *Organizational Theories; Technological Advancement; *Telecommunications
IDENTIFIERS- *Japan; *Management Practices; North Carolina

A survey was completed by 248 North Carolinian companies in a study conducted to determine the extent to which businesses have responded to recent theories on Japanese management principles and communication technologies. The five areas of the survey focused on (1) characteristics of the respondent and organization, (2) communication and decision making within the organization, (3) organizational change, (4) new communication technologies, and (5) familiarity with and adoption of Japanese management principles. The companies that were investigated demonstrated many characteristics typical of more authoritarian, small, nonunion organizations. Communication was typically downward, and most decisions were made by top level management. Most companies reported being affected by new technologies or advances in their industries, and most indicated high satisfaction with them. Only 60% had computers, 17% used electronic mail, 16% used Telex, and 4% participated in video teleconferences. One-third of those interviewed were not familiar with Japanese management practices, and only 17% were very familiar. Seventy percent of the companies made no attempt to adopt such principles. While 67% of those who had adopted some Japanese principles felt they were successful, 31% were neutral. (HTH)

ED 259 440 EA 017 805

Campaign for Quality. Final Report.
Colorado Task Force for Excellence in Education, Denver.
PUB DATE- May 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Educational Change; Educational Finance; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Futures (of Society); Government Role; Higher Education; Public Education; School Community Relationship; School Districts; State Action; State Agencies; State Aid; State Government; *State Standards; Teachers
IDENTIFIERS- *Colorado

Following an introductory overview of the problems facing education in Colorado, 46 specific educational reforms recommended by the state governor's Task Force on Excellence in Education are discussed in this final report, and the state and local agencies that must be involved in the implementation of each of the reforms are identified. The recommendations fall into eight categories, the first three being (1) schools and schooling, comprising suggestions relating to the curriculum, student achievement, remedial education, school and class size, programs for the gifted and talented, time utilization, discipline, and English as a second language; (2) teaching, covering career development, financial support, teacher education, teaching materials, and recognition; and (3) administration, covering the qualifications and preparation of building administrators and the roles of the superintendent's office and the district school board. The remaining recommendations focus on (4) financial support and the state's financing system, (5) the role of higher education, (6) increased recognition of the diversity of students' cultural backgrounds, (7) cooperation between school and community, and (8) likely educational norms of the future. Minority reports, a 137-item bibliography, and a listing of task force members complete the report. (PGD)

ED 259 456 EA 017 916

Goldsberry, Lee; And Others

The Survey of Supervisory Practices. A Symposium on Instructional Supervision Held at the Annual Meeting of the American Research Association (68th, New Orleans, Louisiana, April 23-27, 1984).

PUB DATE- 84
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Instructional Improvement; Practicum Supervision; Professional Development; Surveys; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- Clinical Supervision; Pennsylvania

The aims of this symposium are to examine and discuss critically the findings of a major survey of practices in instructional supervision. Data from over 1,000 teachers and their supervisors in central Pennsylvania were compiled, and findings are reported in four sections. The first section is an introduction focusing on the theoretical foundations, design, and implementation of the study to date. The second and third sections review data in order to generate a general understanding of teachers' and supervisors' experiences with and perceptions of instructional supervision. The review of teachers' data first presents respondents' general perceptions of the supervision experienced, and this is followed by an examination of a set of supervisory practices often discussed in the supervisory literature and an analysis of teachers' perceptions of the relationships between these practices and actual improvements in classroom teaching. The third section focuses on supervisors' data, presenting an initial interpretation of supervisors' reports on their practices and perceptions of instructional supervision. The final section compares and contrasts teacher and supervisor data and briefly describes future directions of the study. Appendix A provides an address to write to for information regarding the survey used in the study, and Appendix B contains a set of tables showing the data obtained from the study. (TE)

ED 259 470 EA 017 936

Kogoe, Akrima
A Look at the Educational Reform by School Constituencies: The Togolese Case.

PUB DATE- Jul 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Educational Administration; *Educational Assessment; Educational Environment; Educational Facilities; *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Foreign Countries; Questionnaires; Surveys; Teacher Education; Teacher Shortage; Teacher Supply and Demand; Testing
IDENTIFIERS- Africa (West); *Togo

Since the independence era of the 1960's, development of education in Africa has gone from euphoria to crisis and then to reform. The questioning of schooling that took place in Togo resulted in an educational reform and drastic changes in schools. Ten years later, it was deemed necessary to assess the effectiveness of the new system by looking into some of the educational indicators. The present evaluation, based on a questionnaire to gauge the perceptions of 200 parents, 200 teachers, and 200 students, looks at such indicators as climate and morale, examination and testing, teacher supply and competency, leadership, facilities, and planning. Based on the findings, 10 recommendations are presented, covering such topics as improved teacher training, more efficient use of educational resources, reappraisal of educational content and methods, professional education for administrators, and improved testing and selection methods. (Author/TE)

ED 259 109 CE 041 578

Gordon, Howard R. D.; Camp, William G.
Analysis of the Occupational Attainment of Agricultural Education Graduates of the High School Class of 1972.
PUB DATE- Dec 84
NOTE- 10p.; Paper presented at the National Agricultural Education Research Meeting (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Comparative Analysis; Employment Level; *Employment Patterns; Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; *Salary Wage Differentials; *Vocational Education
IDENTIFIERS- *National Longitudinal Study High School Class 1972

A study examined the effects of participation in a high school agricultural education program on occupational attainment. Using data collected in the National Longitudinal Study of the High School Class of 1972, researchers compared the employment patterns and income of 6,585 individuals who had taken at least one semester of agricultural education while in high school to those of students with no history of participation in agricultural education. On initial analysis, participation in agricultural education appeared to affect adversely the socioeconomic attainment of graduates whether they entered an agricultural occupation or not; however, when the effects of such background variables as socioeconomic background, family history, type of community, sex, and race were taken into account, the results of the analysis changed dramatically. Even when statistically significant differences in socioeconomic attainment were found, however, they were too small to be of practical significance, thus reinforcing the conclusion that participation in an agricultural education program while in high school had no practical effect, either positive or negative, on the subsequent job status attainment of graduates. Nor did number of semesters of participation in agricultural education courses have any marked influence on occupational outcomes. (MN)

ED 259 153 CE 041 842

Dental Assistant.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 275p.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competency Based Education; *Dental Assistants; Educational Resources; Employment Potential; Entry Workers; Equipment; Hand Tools; *Job Skills; Learning Activities; Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis
IDENTIFIERS- *Michigan

This curriculum guide, developed for use in dental assistant education programs in Michigan, describes a task-based curriculum that can help a teacher to develop a classroom management system where students learn by doing. It is based on task analysis and reflects the skills, knowledge, and attitudes that employers expect entry-level dental assistants to possess. In the first section of the guide, information is provided on the Dictionary of Occupational Titles job code and title sheet, career ladders, a duty/task/job matrix, and the tasks covered in the curriculum. The body of the document covers 10 duties subdivided by task. Task sheets consist of a task objective, achievement indicators, criteria for completion, lists of tools and equipment needed, and resources. Topics covered in the 10 duties are the following: preventing disease transmission, performing basic emergency procedures, collecting clinical data, performing general chairside procedures, instructing oral health management, performing radiographic procedures, performing laboratory procedures, performing office management procedures, performing expanded functions (registered dental assistant), and using employability skills. In addition, the curriculum guide contains a tool and equipment list, a student achievement record, a class achievement record, and a bibliography. (KC)

ED 259 167 CE 041 867

Fardig, Glen E.
Comprehensive Planning for CBVE Implementation--Teacher Education and School Programs. Final Report from July 1, 1983 to August 31, 1984.
University of Central Florida, Orlando. Coll. of Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Competency Based Teacher Education; *Curriculum Development; Data Collection; Educational Attitudes; Educational Planning; Educational Research; *Evaluation Criteria; Information Dissemination; Material Development; Program Development; Program Evaluation; Program Implementation; Questionnaires; State Surveys; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Florida

A project was conducted to extend the planning and implementation for performance-based teacher education (PBTE) and competency-based vocational education (CBVE) in Florida by developing criteria according to which programs could be planned, implemented, and evaluated. A steering committee of Florida vocational educators met throughout the 1983-1984 school year both as a group and in subcommittees to develop two major planning documents. The first, entitled "Criteria for Programs," includes 26 primary criteria and 84 specific indicators for use in planning PBTE programs, training personnel, refining existing programs, and developing program evaluation standards. A survey form for the collection of information about Florida vocational teacher educators was also developed. Appendixes to this report include project meeting agendas and notes, results of the survey of teacher educators, a PBTE position paper, PBTE program criteria, and a Florida Vocational Teacher Educator Information Survey Form. (MN)

ED 259 180 CE 041 902

What to Do Regarding Creating a Living Environment.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Instructional Materials Lab.

PUB DATE- Aug 83

NOTE- 257p.; For related documents, see CE 041 900-906.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Consumer Education; Curriculum Guides; Decision Making; Energy; Family Life Education; *Home Economics; *Home Furnishings; *Homemaking Skills; *Home Management; *Housing; Learning Activities; Learning Modules; Money Management; Secondary Education

These materials for the curriculum area of creating a living environment comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken up in this document is divided into three practical problems regarding: (1) a place to live; (2) managing a home environment; and (3) near and far living environment. These are further categorized into seven concerns: choice of residence, acquiring housing, energy, home maintenance, equipping and furnishing the home, sharing environments, and public housing. Each concern is divided into a number of concepts or modules. This package consists of 30 modules. Introductory materials include 12 case studies used in many of the modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

ED 259 249 CG 018 350

Engel, John W.

A Consumer's Guide to Marriage and Family Counseling and Therapy.

PUB DATE- Jan 85
NOTE- 33p.; Paper presented at the Hawaii Division of the American Association for Marriage and Family Therapy, Honolulu, HI, January 1985. The work was supported by the Hawaii Institute of Tropical Agriculture and Human Resources.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Consumer Protection; *Counselor Qualifications; *Family Counseling; *Information Needs; *Marriage Counseling; *Therapists

The lack of licensing laws in most states that would require minimal standards of training and experience for marriage and family therapists make necessary this monograph, which provides consumers with the necessary information to help them find family counseling services that are most appropriate for their needs. Several questions concerning the selection of a qualified marriage and family counselor or therapist are discussed, including an examination of what marriage and family counseling is, why people seek such counseling, how family counseling differs from individual or group psychotherapy, and how to determine whether family therapy is needed. In a section on finding a therapist, a list of general recommendations is followed by discussions on where to look for a therapist, who does marriage and family therapy, what qualifications should be considered, what to ask prior to or during an initial session, and how to avoid charlatans. Several issues and concerns about marriage and family therapy are also addressed, including parenting skills, confidentiality, emotional involvement, goals of counseling, questions asked by therapists, counseling effectiveness, and finding help with sexual problems. Sources of additional information are provided. (NRB)

ED 259 350 CS 209 073

Kandelman, Harriet A.

The Importance of Oral Communication to the Managerial Function: The Measure of Communication Apprehension and Rater Perceptions in Assessment Centers.

PUB DATE- Apr 84
NOTE- 9p.; In: Ramsey, Richard Davis, Ed. Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p201-208.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Research; Communication Skills; Employee Attitudes; Employment Qualifications; Interaction; Personnel Selection; *Speech Communication

A study was conducted to examine communication apprehension of job candidates evaluated in company assessment centers. It was hypothesized that (1) candidates' scores on interactive or oral communication activities would be more predictive of job success than would noninteractive activity scores, (2) there would be a negative correlation between interactive scores and communication apprehension scores, (3) communication apprehension scores would be a negative predictor of candidate qualification, and (4) raters would consider interactive exercises as more important in the hire/qualify decision. The sample consisted of 187 managerial-level personnel and law enforcement officials, whose communication requirements are similar to those of white collar workers and executives. Six organizations conducted the assessments independently and provided the researchers with the scores. Candidates also completed a communication apprehension measure. The results indicated that interactive scores were not significantly predictive of the hire/qualify decision, and that communication apprehension was not a negative predictor of this decision. As hypothesized, communication apprehension scores were inversely correlated with interactive scores, and such exercises were ranked as more important than noninteractive exercises in the hire/qualify decision. The results indicate the importance of communication apprehension as a potential measure in job assessment centers. (HTH)

ED 259 365 CS 209 111

Hunt, Todd; And Others

Instructional Simulation Helps Public Relations Students to Understand Roles in Organizational Communication.

PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Communication (Thought Transfer); Experiential Learning; Higher Education; *Organizational Communication; *Public Relations; *Role Perception; *Simulation; Teaching Methods

Because a requirement for students in many public relations (PR) courses is that they must pool their efforts with other students, problems may arise when good students must work with students less motivated or organized than they. One answer to this problem may be to steer the brightest PR students toward a course that integrates communication theory and practice in an instructional simulation, also known as experience-based learning. Such a course gives a student an understanding of roles and behaviors encountered in organizational settings. In higher education, experience-based learning takes many forms, among which those used most often are role play, exercises, games, and simulations. One elaborate organization simulation, created by Lederman and Stewart, is the Simcorp Simulation--a semester-long simulation of a corporate-like organization that finds and supplies one client per semester. Although there are problematic assumptions that generally underlie instructional simulations, including the belief that all people learn from experience, the Simcorp Simulation attempts to deal with these constructively. The simulations developed for use in organizational communication courses blend theory-based learning with experienced practice. They can help PR students understand the group and organizational dynamics that are likely to be encountered in the workplace. (DF)

ED 259 380 CS 209 151

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Doctoral Dissertations; Educational Theories; Elementary Secondary Education; *English Curriculum; *English Instruction; Higher Education; Language Arts; Language Skills; Listening Skills; Reading Ability; *Skill Development; *Spelling; *Teaching Methods; Visual Discrimination; Vocabulary Development; Word Recognition
IDENTIFIERS- Mental Imagery; Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) visual imagery training and encoding (spelling) performance in third grade students; (2) collaborative education in high school English classes and its relation to level of self-concept and school sentiment; (3) a comparison of selected spelling practices in lower and higher fifth grade spelling practices; (4) a multisensory approach to teaching vocabulary to college students; (5) teaching folklore in southern Appalachian secondary school classrooms; (6) the relationship between obscuring writing posture and reading disability; (7) the effects of a scope and sequence approach for teaching English language skills on the achievement scores of intermediate grade students; (8) the effect of visual discrimination training on word recognition; (9) the effect of receiver apprehension and source apprehension on listening comprehension; (10) story listener subjectivity; (11) a theoretically supported language arts curriculum model for primary gifted learners; (11) the relationship of visual imagery to spelling performance and retention; (12) computer assisted spelling; and (13) a comparison of fifth-grade students' oral and written stories. (HTH)

ED 259 098 CE 041 428

Rice, Gail
What ABE Teachers Can Do to Help Beginning-Level Readers. NAAESC Occasional Papers, Volume 1, Number 1.
Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.
PUB DATE- May 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Beginning Reading; Instructional Material Evaluation; *Language Experience Approach; Material Development; *Media Selection; *Reading Instruction; *Reading Materials; *Teacher Developed Materials; Teaching Methods

The adult basic education teacher of undereducated adults must know how to use techniques and materials that ensure success at the most basic levels. The language experience approach is one of the most effective techniques to use with these learners. Of the four language experience methods, the dictation and transcription methods are best suited for nonreader or beginning-level readers. The language experience approach is effective because it focuses on reading as a communication process and provides the learner with a good model of reading. Besides their own words, adult learners are motivated to read the materials they encounter in everyday coping tasks. Teachers need to assist the learner to "read" the material that would ordinarily be too difficult. To meet the need for interesting, easy-to-read materials for more independent readers, teachers can write or rewrite materials. Teachers can use the same principles of readable writings to guide them as they evaluate and select commercial materials. Teachers must help learners develop literal, inferential, and critical comprehension skills, especially by designing appropriate questions to accompany reading materials. Learners must also develop vocabulary skills because of their close relationship with comprehension skills. (YLB)

ED 259 194 CE 041 922

Bilingual Vocational Training Programs. Manual for Instructors.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- 82
NOTE- 40p.; For related documents, see CE 041 919-921.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; *Bilingual Education; Check Lists; *Classroom Techniques; *Course Content; Daily Living Skills; Guidelines; Job Training; Language Skills; Lesson Plans; Limited English Speaking; Program Content; Program Descriptions; Records (Forms); Secondary Education; Second Language Instruction; Student Needs; *Teaching Methods; *Vocational Education
IDENTIFIERS- Connecticut; Related Subjects Instruction; *Vocational English as a Second Language

This manual is designed to provide instructors with basic information concerning Connecticut's bilingual vocational training programs (BVTPs). Discussed in the first section are the goals of BVTPs, characteristics of typical BVTP participants, how and when two languages are used in the programs, and the four instructional areas of a BVTP (the vocational, related skills, job-specific English-as-a-second-language, and life skills areas). Instructional plans for each of these four program areas are provided. Included in the individual instructional plans are a checklist dealing with developing a plan for instruction, utilizing instructional resources, providing instruction, measuring trainee progress, and preparing for the employment of trainees, as well as a section of comments elaborating on the items in the checklist. Appended to the handbook are sample lesson plan, student evaluation, and learning activity sheets. (MN)

ED 259 208 CE 041 950

Winkfield, Patricia Worthy
Retirement Policy. Overview. ERIC Digest No. 38.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-81-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Planning; *Employment Patterns; Federal Legislation; Federal Programs; Older Adults; *Personnel Policy; *Public Policy; *Retirement; Role of Education; Vocational Education
IDENTIFIERS- Social Security Act

While the Federal Government has been involved in the care of the elderly since the depression, a comprehensive and unified national retirement policy has never been established. Federal programs for the aged have avoided cutbacks, but adaptations in present retirement policy are required to meet the needs of young and old alike. Although public policy gives the elderly the right to work, it provides incentives for those who leave the labor force at or before age 65. The major criticism of present retirement policy is that it discourages labor force participation of older persons through economic disadvantages for continued work and mandatory retirement regulations. The Age Discrimination in Employment Act has been amended to raise the minimum retirement age from 65 to 70. Changes have also been enacted in the Social Security system. Vocational educators can take action to enhance the participation of older persons in the labor force by expanding public awareness of the needs and abilities of the elderly, examining the recruitment of elderly persons, obtaining training to implement effective vocational education programs, examining attitudes toward older people, reviewing the potential of programs to serve the elderly, and assisting older persons to remain productive in their retirement. (YLB)

ED 259 221 CE 042 004

Crawford, Gail
Student Completion Rates during Three Different Pacing Conditions. REDEAL Research Report #12. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
Athabasca Univ., Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.
PUB DATE- Apr 81
NOTE- 18p.; Document is marginally legible. For related documents, see ED 249 346-348, CE 042 002, and CE 042 005-011. Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Education; *Differences; *Distance Education; Dropouts; Foreign Countries; Higher Education; *Institutional Characteristics; *Pacing; Student Attrition; *Tutoring; Withdrawal (Education)
IDENTIFIERS- Alberta

Three institutions effected agreements enabling students in all of the institutions to enroll in the same course, a six-credit introductory psychology course. The three institutions--Athabasca University (AU), The Open Learning Institute (OLI), and North Island College (NIC)--were distance education institutions with open admissions policies which offered different delivery and tutorial support conditions. The most obvious differences were in the prescribed pacing of OLI students from enrollment through course completion and in the encouragement of regular face-to-face tutor/student interaction by NIC. A questionnaire collected information on reasons for enrolling and withdrawing, perceptions of course experiences, and educational motivation. Findings indicated OLI's pacing rule was clearly associated with the highest completion rate. The difference in tutorial support was not associated with differences in completion rates but was associated with differences in the time taken to reach halfway and end points in the course. (YLB)

ED 259 306 CS 008 087

Balajthy, Ernest
A Public Domain Software Library for Reading and Language Arts.
PUB DATE- 18 Apr 85
NOTE- 27p.; Paper presented at the Annual Conference of the New Jersey Reading Association (Atlantic City, NJ, April 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Cooperative Programs; *Courseware; Educational Cooperation; Elementary Secondary Education; Language Arts; Microcomputers; Professional Associations; *Program Content; Program Development; *Reading Instruction; *Writing Instruction
IDENTIFIERS- New Jersey Reading Association; Public Domain Material; Reading Writing Relationship

A three-year project carried out by the Microcomputers and Reading Committee of the New Jersey Reading Association involved the collection, improvement, and distribution of free microcomputer software (public domain programs) designed to deal with reading and writing skills. Acknowledging that this free software is not without limitations (poor documentation, poor spelling and grammar, etc.), the committee nevertheless felt that most teachers would be more than happy to have these diskettes available for their students. As a result, the project began with a survey of the availability of pubic domain software and location of sources. Programs were stored on master diskettes in the categories of reading/literature, teacher utilities, content areas, writing, and thinking activities. The next stage involved the evaluation and screening of the programs that had been collected. Programs that were unsuitable were discarded. All programs identified as appropriate were then field tested by computer-using teachers in New Jersey public schools. At the same time, a documentation set was drawn up and duplicated. Reprograming and modification of the software began when the reports on field testing arrived. Future plans call for the creation of content area diskettes, diskettes for teaching writing, and a diskette of thinking games. (A list of programs on each diskette and documentation for some of the programs are appended.) (HOD)

ED 259 335 CS 209 002

Shah, Hemant
A Longitudinal Study of Mass Media Development in Less-Developed Countries.
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Communications; *Developing Nations; Information Sources; *Longitudinal Studies; *Mass Media; *Media Research; *Predictor Variables; Technological Advancement

A study was conducted to examine the causal predictors of mass media development in 105 underdeveloped countries for various lengths of time to determine if there were consistent relationships among the dependent and independent variables regardless of the time lag. The study also sought to determine how mass media developed during the 29-year period by examining the strength of predictors at five points in time and by examining the relationships between the strongest predictor and the other independent variables. Results indicated that urbanization and availability of resources were the strongest predictors of mass media development, that education was found to be not as important as had been assumed, that the relationships between mass media development and its predictors differ according to the region of the world studied and with the time period examined, and that urbanism and availability of resources may be reciprocally related over time. (EL)

ED 259 396 CS 209 169

English Curriculum Guide for the Parkland Secondary Schools, 7-12. Volume I.

Parkland School District, Orefield, PA.

PUB DATE- Sep 83
NOTE- 924p.; For volume II see CS 209 170. For the Parkland High School Program of Studies, see CS 209 168.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Curriculum Guides; *English Curriculum; *English Instruction; Grammar; *Language Arts; Language Skills; Literature Appreciation; Secondary Education; Sentence Structure; Speech Skills; Writing (Composition); *Writing Instruction; Writing Skills

The first of two volumes, this English curriculum guide for grades 7-12 is part of a comprehensive curriculum plan for grades K-12. It describes the cognitive content that should receive instructional emphasis at each grade through a scope and sequence chart and a statement of student outcomes--descriptions of skills and concepts that students should be developing. The scope and sequence pages are presented first, with each topic of the scope and sequence labeled to indicate the depth of student involvement required at the given grade level. Course guides included are for 7th, 8th, 9th, and 10th-12th grade business English; 10th-12th grade college preparatory for the gifted/high potential program; and 10th-12th grade general/vocational technical courses. Each course guide has (1) a course introduction page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources. (EL)

ED 259 427 CS 505 003

Medcalf, Lawrence D.
The Participation and Success of Women in CEDA Debate.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Communication Skills; Comparative Analysis; Competition; *Debate; *Females; Higher Education; *Males; Performance Factors; *Persuasive Discourse; Public Speaking; *Sex Differences; Speech Communication; Success
IDENTIFIERS- Cross Examination Debate Association

A study was conducted to investigate the success of women contestants in Cross Examination Debate Association (CEDA) debate. The study sought to determine whether (1) CEDA is a more attractive debate activity for women, (2) men are more successful in CEDA debate than women, (3) the gender mix of debate teams favors all-male teams over all-female or mixed-gender teams, and (4) all-male teams are more popular than all-female or mixed-sex teams. Seven tournaments from 1984 were studied. The results indicated that men outnumbered women by more than two to one, while seven out of ten participants in each of the tournaments were male. Many females who began debate activity in the fall did not continue it through the spring. Males appeared to have a higher success rate than females in CEDA. Although there were more two-male teams than two-female or mixed-sex teams, they did not exist in the same disproportionate ratio as the number of males and females in the tournament. Finally, the study indicated that while male teams did enjoy a slightly higher success rate than the other two combinations, mixed-sex and female teams also have a high success rate. (HTH)

Cotsworth, Vickie; O'Hara, Katha

Project LIFTS--A Summary. An Occasional Report.

Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.
PUB DATE- Dec 84
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Grammar; High School Equivalency Programs; *Inservice Teacher Education; *Learning Disabilities; *Learning Strategies; Program Implementation; *Writing Skills
IDENTIFIERS- General Educational Development Tests

Project LIFTS (Learning Improvement through Teaching Strategies) was designed to serve adult basic education (ABE) students enrolled at Johnson County Community College (Kansas) who are diagnosed as having a specific learning disability. These students enrolled in Basic English, a pre-General Educational Development Test preparation class, and were taught particular learning strategies designed to increase grammar and writing skills. Basic components of the Sentence Strategy used in the class were to test the student's current ability; describe what the student should do; model (demonstrate) the strategy; provide verbal rehearsal, skill practice, and feedback; and test to measure growth. Modifications to make this strategy appropriate for adults included developing materials to teach entry-level skills and making the adaptations to the existing strategy: development of grammar lessons, focus on mutual discussion in verbal rehearsal, omission of compound-complex sentences, and postponement of paragraph writing. The second phase of Project LIFTS provided other ABE instructors with an inservice program through development of a videotape. Project LIFTS students indicated satisfaction with progress and confidence in their writing skills. Instructors were equally positive. (YLB)

ED 259 124 CE 041 744

Barker, Tommy G.
Plastics Technology.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 267p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. IA 013 I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assembly (Manufacturing); *Entrepreneurship; Equipment Utilization; Finishing; Hand Tools; Individualized Instruction; *Industrial Arts; Junior High Schools; Leadership; Learning Activities; Lesson Plans; Machine Tools; Mass Production; Metals; Patternmaking; *Plastics; Safety; School Shops; *Shop Curriculum; State Curriculum Guides; Trade and Industrial Education; Youth Leaders

This curriculum guide is designed to assist junior high schools industrial arts teachers in planning new courses and revising existing courses in plastics technology. Addressed in the individual units of the guide are the following topics: introduction to production technology; history and development of plastics; safety; youth leadership, entrepreneurship, and laboratory management; material layout; introduction to plastics materials; introduction to plastics processes; and career opportunities. Each unit contains some or all of the following: objectives, key words, a list of teaching aids needed, suggested references, a sentence outline, a list of materials for students, suggested student activities, student worksheets, transparency masters, student handouts, and a unit test. An appendix to the guide contains a list of plastics resource materials. (MN)

ED 259 140 CE 041 813

O'Neill, Edmund J.

A Study of Student Recruitment and Selection for Area Vocational Technical Schools in Pennsylvania and Selected Vocational Educators' Opinions Concerning the Process.

PUB DATE- Aug 85
NOTE- 94p.; Ed.D. dissertation, Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Admission Criteria; Comparative Analysis; Counselor Attitudes; Demography; Educational Practices; Questionnaires; *Regional Schools; Secondary Education; State Surveys; *Statewide Planning; *Student Recruitment; Vocational Directors; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Pennsylvania

A study examined current student recruitment and selection processes in area vocational-technical schools (AVTSs) throughout Pennsylvania and also compared the attitudes of vocational directors and counselors regarding these processes. Of the 170 questionnaires mailed to AVTS directors and counselors, 151 usable responses were returned. Data from the questionnaires indicated significant variations in the methods used by individual AVTSs for recruiting and selecting students. The directors surveyed believed that visitations by junior high school students to the AVTS and good working relationships with sending school personnel were major strengths in the recruitment and selection process. "Protectionism" and negative attitudes on the part of sending schools were viewed as major difficulties in the recruitment process. Whereas directors and counselors agreed that junior high students are neither knowledgeable enough about careers nor mature enough to make appropriate career decisions, they disagreed regarding the effectiveness of criteria for predicting success in and completion of vocational programs. Demographic differences among the respondents did not appear to influence their attitudes. (Appendixes to this report include the questionnaire and lists of vocational courses most and least requested by prospective students as reported by AVTS directors.) (MN)

ED 259 235 CG 018 336

Protection of Children against Sexual Exploitation. Hearing before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, Ninety-Eighth Congress, First Session on H.R. 3062 and Related Bills. (June 16, 1983). Serial No. 138.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 85

NOTE- 95p.; Some pages are marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Abuse; Children; Court Role; *Federal Legislation; Hearings; *Sexual Abuse

IDENTIFIERS- *Child Pornography; *Child Protection; Congress 98th

This document presents the transcripts of the Congressional hearing on the protection of children against sexual exploitation. Opening statements from Subcommittee Chairman William J. Hughes and from Representative Lawrence J. Smith are presented. Testimony and prepared statements from seven witnesses are provided, including Congressional representatives from Florida and California; the chief counsel and an assistant commissioner of the U.S. Customs Service; a manager from the Fraud and Prohibited Mailings branch, and the assistant chief postal inspector for Criminal Investigation, U.S. Postal Service; and the Deputy Assistant Attorney General of the Criminal Division, U.S. Department of Justice. Additional material includes a study of the social/sexual abuse of children from the Washington School of Psychiatry; a letter from William F. Bolger, Postmaster General, concerning procedures for examination and opening of mail; a memorandum on federal child pornography legislation and hearings; and a statement from the American Family Assocation. (KGB)

McHugh, James
A Preventive Social Work Service to Schools--The Case for Institutional Change.
PUB DATE- Feb 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; Family School Relationship; Foreign Countries; *Prevention; *Relevance (Education); *School Social Workers; *Student Needs; *Student Problems; Truancy
IDENTIFIERS- *England

In the United Kingdom social workers perform two major functions: they work with students with behavior problems who have been referred to them by schools as a last resort, and they ensure that needy students receive benefits such as clothing, maintenance allowances, boarding school assistance, and transportation to and from school. These services are available through the Education Welfare Service, the social service department of the social authority, and through both school- and nonschool-based social workers. However, students need a comprehensive preventive social work service available throughout their school years. Research involving 120 adult offenders indicated that these offenders had experienced school-related difficulties as children. Individual case studies of students further illustrate the inadequacy of the present system in the early identification of problem students and the consequences of this inadequacy. Although social workers can improve their services by working with children, parents, teachers, and other professionals, attention must be paid to schools as institutions and to the educational experience which they provide in order to address the growing problem of older children's disaffection for school. The most common reasons children give for truancy involve institutional factors, the curriculum, and emphasis on examinations. New curricula to better meet the needs of disaffected students must consider the emotional, social, and vocational needs of the students, together with the inclusion of subjects of direct relevance to the world of work. (NRB)

ED 259 292   CG 018 393

James, Jacquelyn B.; Speisman, Joseph C.

Maternal Identity, Occupational Identity and Parental Awareness in Mothers.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
GRANT- NIMH-MH 31719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dual Career Family; *Employed Parents; Family Relationship; *Maturity (Individuals); *Mothers; Parent Child Relationship; Parent Role; *Role Perception; Self Concept

The quality of parenting in dual career families has been the subject of much debate. To determine whether employed and non-employed mothers, varying in psychological identity status (parental and occupational), differ in the maturity of their perspectives on children and the parent role, 37 married women with children were interviewed. The interviews were conducted using the Parental Awareness Interview and a revised version of Marcia's (1966) semi-structured identity interview to determine occupational and parental identity. Data analyzed by one-way ANOVA's showed that there were no significant differences between the employed and non-employed groups in the parental identity, the occupational identity, or the parental awareness domains. The data presented suggest that without adequate replacement for a mother's nurturing, some mothers express conflict about developing an occupational identity. (KGB)

ED 259 320 CS 008 111

French, Michael P., Ed.
Content Area Reading.
Wisconsin State Reading Association, West Allis.
PUB DATE- 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Metacognition; Oral Reading; *Program Content; *Reading Instruction; Reading Processes; Reading Programs; *Reading Strategies; *Remedial Reading; Teacher Role; *Teaching Methods; Vocabulary Development

The theme for this focused journal issue is reading in the content areas. Articles discuss the following topics: (1) teaching reading strategies instead of skills; (2) teaching reading in elementary content areas; (3) metacognition and mapping; (4) a summer school program designed to appeal to poorly motivated junior high school students who are potential dropouts; (5) in-class remedial instruction as an alternative to pull-out programs; (6) the secondary school content area reading project in Kalispell, Montana, public schools; (7) using oral reading to support the learning-to-read process; (8) research on text summarization; (9) graphic aids and their importance to the remedial reader; and (10) vocabulary development. (HOD)

ED 259 412 CS 504 981

Pearson, Judy C.; Trent, Judith S.
Successful Women in Speech Communication: A National Survey of Strategies and Skills, Contributions and Conflicts.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Achievement Gains; *Communication Research; Goal Orientation; High Achievement; Higher Education; Merit Rating; National Surveys; Professors; *Profiles; *Speech Communication; *Success; *Women Faculty

A survey of 163 women associate professors and professors was conducted to determine the characteristics that have contributed to the success of women in the communication disciplines. The profile that emerged reveals the successful female college faculty member to be a person with a Ph.D, on tenure, who is not interested in being an administrator. She has published articles in a regional or national publication, attends at least one professional meeting each year, and has served on, or chaired, a committee for her professional association. According to yearly evaluations from her students, she is an effective teacher. She is self-confident, believes she has been successful in her career (in fact she places himself in the top 10 to 30%), sees herself as a leader in her department but believes that men in her profession have been more successful than women. She has been helped by a male mentor, and she, in turn, has mentored females. She does not "dress for success" and she does not use most of the behaviors associated with "women's language" in her interaction with either sex any more than she uses a predominately male communication style. (EL)

ED 259 441 EA 017 808

School Fire Safety Manual.
Arkansas State Dept. of Education, Little Rock. General Education Div.
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Policy; Alarm Systems; *Fire Protection; Legal Responsibility; Safety Education; Safety Equipment; School Buildings; *School Safety; State Legislation
IDENTIFIERS- *Arkansas

This manual provides the background information necessary for the planning of school fire safety programs by local school officials, particularly in Arkansas. The manual first discusses the need for such programs and cites the Arkansas state law regarding them. Policies established by the Arkansas State Board of Education to implement the legal requirements are listed. Principles and procedures affecting required monthly fire drills are explained. Community involvement in fire safety efforts is considered briefly. The manual next reviews the nature and classification of fires and discusses the classification of different areas in school buildings according to the degree and type of fire hazards posed. Safety considerations relative to mechanical and electrical systems are treated next, and adequate housekeeping practices are reviewed. The added hazard posed by community use of school buildings is addressed. The final section of the manual covers safety devices including detection equipment. The report form required for the monthly inspection reports of Arkansas schools is appended. (PGD)

ED 259 457 EA 017 917

Mayer, Robert

Recent Research on Teacher Beliefs and Its Use in the Improvement of Instruction.

PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Elementary Secondary Education; Inservice Teacher Education; Interviews; Questionnaires; Research Methodology; Surveys; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teacher Response; Teacher Role; *Values

This paper reviews significant literature on teachers' beliefs, offers support for the contention that current research is moving in a more utilitarian direction than in the past, and argues that continuing research into teachers' beliefs could be useful in improving teaching practice. The review focuses on five areas: (1) the different ways that teachers' beliefs have been defined and described; (2) the methodologies used to examine the beliefs of teachers; (3) the nature of the beliefs that teachers hold; (4) the relationship between what teachers believe and what they do; and (5) the attempt to define a teacher-effectiveness dimension based on the beliefs that teachers hold (or do not hold). The examination indicates that research is needed to clarify how a knowledge of teachers' beliefs can improve their practice; a methodology appropriate to such questions is suggested. The paper concludes with a discussion of how current knowledge of the relationships between teachers' beliefs and practices can inform inservice and preservice education. A bibliography is included. (TE)

ED 259 471 EA 017 937

Harroun, Jack T., Ed.
The NEW Good School Maintenance. A Manual of Programs and Procedures for Buildings, Grounds, and Equipment. Second Edition: Revised and Expanded.
Illinois Association of School Boards, Springfield.
PUB DATE- 84
NOTE- 248p.
AVAILABLE FROM- Publication Sales, Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 ($25.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cleaning; *Custodian Training; *Equipment Maintenance; Repair; Sanitation; School Buildings; *School Maintenance

This manual is designed to fill two distinct needs in the school maintenance field: (1) a text or resource in training new maintenance staff members and in staff development, and (2) a reference source for the routine tasks and problems encountered in school sanitation and maintenance. Section 1 covers the basics of good school maintenance, including management, use of computers, controlling energy costs, safe maintenance practices, and designing buildings for efficient maintenance. Section 2 focuses on cleaning and general building services. Topics include organizing the custodial operation, creating a local handbook for custodians, area cleaning programs, custodial procedures and services, equipment and supplies, a custodian's glossary, and maintenance of synthetic surfaces. Section 3 covers maintaining the building, both exterior and roof, while section 4 covers maintaining school grounds. Section 5 focuses on maintaining mechanical equipment: heating and air conditioning systems, sanitary systems and fixtures, sewage treatment plants, electrical systems, and food service equipment. Section 6 is a management tools appendix, consisting of forms and checklists for effective maintenance management in the areas of cleanup and general building services, grounds maintenance, mechanical equipment, and annual inspection. (TE)

ED 259 110 CE 041 590

Read to Learn. Report of the National Conference on Urban Literacy (Philadelphia, Pennsylvania, September 9-10, 1984).

Philadelphia Mayor's Commission on Literacy, PA.

PUB DATE- Oct 84
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Programs; *Adult Reading Programs; Delivery Systems; Educational Benefits; Educational Needs; Educational Practices; Financial Support; Linking Agents; *Literacy Education; Outcomes of Education; Program Content; Program Development; Program Effectiveness; Program Implementation; School Community Relationship; Student Characteristics; Student Needs; Urban Areas; *Urban Education; Voluntary Agencies; Volunteers
IDENTIFIERS- 310 Project

This report on the program highlights of the first national conference on urban literacy contains 40 information sheets describing the literacy programs represented at the conference. Each program information sheet contains some or all of the following: the name of the program; the name, address, and phone number of a program contact person; the program's umbrella organization, if any; other programs serving adults in the same geographical area as the given program; major sources of program support; the approximate number of adults served by the program; the greatest problems that the given program must address with regard to serving adults in need of basic skills training; the extent to which the local mayor supports the given adult literacy program; and a brief description of the program's history, primary objectives, major services, outcomes, and plans for the future. A map detailing the location of the programs represented at the conference and a list of conference participants are also included. (MN)

ED 259 168 CE 041 869

Computer Skills in Vocational Education. A Methodology for Computer Skills Improvement in Vocational Secondary Programs.

Oregon State Univ., Corvallis. Vocational-Technical Education Dept.; Springfield Public Schools, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 84
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; Computers; *Computer Science Education; Computer Software; Educational Resources; Evaluation Methods; Integrated Curriculum; Learning Activities; Postsecondary Education; Secondary Education; *Teaching Methods; Vocabulary; *Vocational Education
IDENTIFIERS- Oregon

The purpose of this handbook is to help vocational education teachers improve the computer skills of their students. The handbook is divided into major sections that describe the concept, provide suggestions for development of the concept, and include a sampling of the variety of application-oriented activities appropriate to vocational education. Topics covered include computer hardware, computer software and software evaluation, computer-assisted instruction, computer-managed instruction, and strategies and methods for introducing computers into the classroom. Eight learning activities and a learning activity evaluation form are provided. The guide also contains a terminology list and lists of resources, such as journals and magazines, general books, resource centers and research projects, general interest sources, and special needs information sources. (KC)

ED 259 181 CE 041 903

What to Do Regarding Feeding and Nourishing the Family.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Instructional Materials Lab.
PUB DATE- Aug 83
NOTE- 352p.; For related documents, see CE 041 900-906.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Consumer Education; Curriculum Guides; Family Life Education; *Food; Food Service; *Home Economics; *Homemaking Skills; *Home Management; Hunger; Learning Activities; Learning Modules; *Nutrition; Nutrition Instruction; Secondary Education; World Problems

These materials for the curriculum area of feeding and nourishing the family comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken up in this document is divided into four practical problems about what to do: (1) to be well-nourished; (2) as a world citizen; (3) regarding psychological and social needs; and (4) regarding the management of food resources. These are further categorized into eight concerns: nutritional needs, individual problems, world food supply, political and economic policies, food and social interaction, cultural value of food, procurement, and meal management. Each concern is divided into a number of concepts or modules. This package consists of 29 modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

ED 259 250 CG 018 351

Gowen, Rebecca P., Ed.
Proceedings of the Conference on Juvenile Repeat Offenders (College Park, MD, December 8, 1983).
Maryland Univ., College Park.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Jun 84
NOTE- 157p.; Appendix VI is marginally reproducible due to small print.
GRANT- 77-JDCP1-7155
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Delinquency; *Delinquency Prevention; *Delinquent Rehabilitation; Ethics; Program Descriptions; *Recidivism
IDENTIFIERS- Maryland

These proceedings were published to interpret and disseminate research findings to operational personnel working with juvenile repeat offenders; to share information among researchers and practitioners regarding prevention, intervention, and treatment program models and strategies for juvenile repeat offenders; to explore the impact of juvenile repeat offenders on the juvenile system; and to explore ethical and operational issues associated with juvenile repeat offenders. Welcoming remarks are from Dr. Charles F. Wellford, Director of the Institute of Criminal Justice and Criminology; Cornelius J. Behan, Baltimore County Police Chief; Dr. Clementine L. Kaufman, Chairman of the Maryland Juvenile Justice Advisory Committee; Richard W. Friedman, the Director of the Maryland Criminal Justice Coordinating Council; and Rex C. Smith, Director of Maryland's Juvenile Services Administration. Papers include "Implications of Recent Research on Juvenile Repeat Offenders" (Marvin E. Wolfgang); "Dilemmas in the Classification and Treatment of Juvenile Repeat Offenders: The Massachusetts Experience" (Lloyd E. Ohlin); "Juvenile Repeat Offenders and the 'System'" (Allen F. Breed); and a luncheon address by Alfred S. Regnery. Other presentations are included in four panel workshops: "Defining and Identifying the Juvenile Repeat Offender", "Preventing Juveniles from Repetitive Delinquencies", "Legal and Administrative Access to and Use of Juvenile Records", and "The Treatment of Juvenile Repeat Offenders". Closing remarks on "The National Scene" are by R. Thomas Parker. Appendices contain additional information from panel members, materials from Mr. Parker, the Conference Agenda, and a list of attendees. (NRB)

ED 259 264 CG 018 365

Samios, Mary; And Others

Prevalence and Correlates of Courtship Violence.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985). Best copy available.
GRANT- NIMH-MH35340
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Dating (Social); Family Violence; Higher Education; *Interpersonal Relationship; Sex Differences; Undergraduate Students; Victims of Crime; *Violence
IDENTIFIERS- *Premarital Abuse

Although previous research has attempted to account for the incidence of physical violence between dating partners, little attention has been devoted to the relationship factors that may account for the occurrence of violence between partners. To examine the relationships among violence and dating partners' love and liking, commitment to the relationship, and positive feelings, 270 undergraduate students (95 males; 175 females) completed a questionnaire packet. The packet included the following measures: the Conflict Tactics Scale (CTS), the Positive Feelings Questionnaire (PFQ), the Broderick Commitment Scale (BCS), and the Liking and Love Scales. Analysis of results showed 38 percent of the females reported being victims of courtship violence and 49 percent reported violence against a partner. Fifty percent of the males reported being victims of courtship violence and 30 percent reported being physically violent against a dating partner. The relationship between a history and current experiences of overall and severe aggression and victimization was highly significant for both men and women. Liking proved to be the most consistent distinguishing characteristic of male and female victims and agressors; it appears that decreased liking is a consequence rather than a cause of violence. These findings suggest that violent relationships seem to be characterized by men from violent families who have low liking or respect for their partners and women who have low liking or respect and low positive feelings for their partners. The longer the relationship, the more likely that violence will take place. (KGB)

Hachten, William A.
False Start for Africa's Press: An Inquiry into Failures of Media Development.
PUB DATE- 5 Aug 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colonialism; Communication (Thought Transfer); *Developing Nations; Economics; Government Role; Influences; *Media Research; Models; Modernization; Nationalism; News Media; *Newspapers; Political Influences; *Self Determination; Theories
IDENTIFIERS- *Africa; Europe; Journalism History; *Media Role

Noting that the past 20 years have been disappointing for Africa as the economies and political systems of promising newly independent African nations have fallen into decline or disruption, this paper attempts to explain why the African press suffered a "false start" in facilitating these nations' emergence into the modern world. Arguing that the newspapers of Africa have been both an instrument of politics and a victim of political coercion and repression, the paper evaluates several problems faced by the African press. The first section of the paper gives a brief overview of the African press under colonialism, including trends in ownership and control of newspapers. The second section looks at Africa following the independence of many of its countries, and the effect of independence on Africa's journalism. The third section proposes an explanation for the false start of the African press, noting that most African papers are European or based on European models, and those that were indigenous failed to survive the transition to independence. The fourth section of the peper examines failures in communication and development, discussing certain trends--identified as the dominant paradigm of modernization and diffusion, critical theory, dependency--in their relationship to the African press situation. The paper concludes that Westerners expected too much too soon from Africa's press, that Africa needs more time to enter the modern world, and that when it does, it will be on Africa's terms and not on those of the western world. (HTH)

ED 259 366 CS 209 112

Hines, Barbara; Nunamaker, Anne
High School Journalism Textbooks, 1980-1985: An Overview of Content.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; *Journalism Education; *Mass Media; News Reporting; Secondary Education; *Skill Development; *Textbook Content; *Textbook Research

To determine how high school journalism textbooks published from 1980 to 1985 deal with mass media and to what extent they deal with journalistic skills versus historical and theoretical content, a content analysis was made of nine comprehensive textbooks published during that period. Specific content areas that were analyzed in the historical and theoretical context were news understanding, the individual's use of the media, mass media in society, journalism history, press law/First Amendment freedom, functions of newspapers, responsibility, new technology, careers, and ethics. Among the journalistic skills analyzed were newsgathering, news reporting, proofreading, copyediting, production processes, and news writing. The analysis showed that current high school journalism textbooks tend to cover similar information for student development of skills. However, the analysis of the coverage of the historical and theoretical content showed a disparity among books. A content checklist for the books and a bibliography of texts reviewed are included. (HOD)

ED 259 381 CS 209 152

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 17p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Child Language; Cohesion (Written Composition); Definitions; *Discourse Analysis; Doctoral Dissertations; Elementary Secondary Education; English; Grammar; Higher Education; *Language Acquisition; *Language Research; *Language Skills; *Oral Language; Psycholinguistics; Sociolinguistics; *Syntax

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 33 titles deal with a variety of topics, including the following: (1) aphesis in English; (2) the linguistic representation of tone; (3) discourse structure and anaphora in written and conversational English; (4) a tagmemic analysis of conversation and the speech situation; (5) orality, literacy, and the computerization of language; (6) parallel structures in syntax; (7) the validity of definitions; (8) the metalinguistic abilities of intermediate-age students; (9) the development of subordinate structures in child language; (10) interrogative strategies--cognitive and age-related aspects of acquisition; (11) a sociolinguistic investigation of the structures of sixth grade science and arts lessons with particular attention to verification-of-learning activities; (12) systemic cohesion in published general academic English; and (13) the effects of linguistic and psychosocial factors on children's logical performance. (HOD)

ED 259 099 CE 041 429

Minicz, Elizabeth A. Watson
Is There Life after "New Horizons." NAAESC Occasional Papers, Volume 1, Number 2.
Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.

PUB DATE- May 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *English (Second Language); Reading Instruction; *Supplementary Reading Materials; *Teacher Developed Materials; *Textbooks; *Textbook Selection

Teachers adapt and supplement a basic text to make up for inadequacies and to enrich, reinforce, and emphasize. One authority suggests these steps for adapting materials: assess and evaluate student needs and survey existing materials, decide what should be deleted or added, compile a list of potential uses of language and supply the means by which students can move from mastery of the existing materials to the listed uses. Assessing student needs is a top priority before adapting or supplementing. To adapt existing materials, teachers can cut up a book. This enables the teacher to distribute portions to individual students or reorganize the sequence. Another way to adapt is to change the material to serve other purposes. A set of criteria for creating supplementary materials and activities recommends that the activity should (1) be purposeful and incorporate functional language; (2) provide opportunities to engage in listening, speaking, reading, and writing; (3) be interesting or fun; (4) be applicable to a variety of ability levels; (5) not require much time to put together; and (6) be of minimal cost. (YLB)

ED 259 154 CE 041 843

Agriculture. Dairy Livestock.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- 85

NOTE- 124p.; For related documents, see CE 041 844-847.

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Animal Husbandry; Curriculum Guides; *Dairy Farmers; Evaluation Criteria; Job Search Methods; *Job Skills; Leadership Training; Learning Activities; Livestock; Occupational Information; Secondary Education; Student Organizations; *Vocational Education

IDENTIFIERS- Future Farmers of America

This task-based curriculum guide for agricultural production, specifically for dairy livestock, is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a task sheet for developing leadership skills, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a check list of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by nine duties: breeding, caring for, and feeding dairy cattle; maintaining dairy health; maintaining dairy facilities; marketing, showing, and milking dairy cattle; and using employability skills. Other contents include student and class achievement records and tool/equipment lists. (YLB)

ED 259 195 CE 041 923

Taylor, Max
Getting Things Done. A Learning Package for Process Skills. An Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-73-3
PUB DATE- Jun 85
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Classroom Techniques; Cognitive Processes; Cooperation; Course Content; *Daily Living Skills; Followup Studies; *Goal Orientation; Guidelines; *Leadership; Learning Modules; Lesson Plans; Listening Skills; Models; Postsecondary Education; *Problem Solving; *Process Education; Program Evaluation; Skill Development; Teaching Methods; *Transfer of Training

This manual is designed to help teachers and tutors implement a 4-day modular course in the skills and processes necessary to get things done. The aims and content of the course are described. A course summary is provided along with a model course program that includes parallel lists of objectives, suggested learning activities and text materials, and notes for tutors. Instructional materials are provided to help students develop leadership, observation, evaluation, problem-solving, listening, and target-setting skills. Follow-up procedures for use in applying and reinforcing the skills addressed in the course are outlined. Concluding the guide is a chapter on student evaluation. Appendixes to the manual include a summary of the development and initial results of the course, a brief list of the skills that employers value in young people, a sample letter to employers or sponsors, and a checklist for a successful course. (MN)

ED 259 209 CE 041 951

Chase, Shirley A.
Vocational Education and Defense Preparedness. Overview. ERIC Digest No. 39.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-81-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Cooperative Programs; *Educational Cooperation; *Government School Relationship; *Job Training; *Military Training; *National Defense; Postsecondary Education; Role of Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Defense Preparedness

Collaborative efforts between vocational education, the military services, and defense-related industries have been reviewed to meet the defense preparedness needs of the Nation. The U.S. Department of Education has responded to these needs by establishing the Defense Preparedness Task Force, convening a Defense Preparedness Review Group, and conducting the Vocational Education and Defense Preparedness Seminar. The Assistant Secretary for Vocational and Adult Education has proposed the following Federal initiatives: identifying the need for defense-related training, fostering training performance that yields increased productivity, disseminating the best research and demonstration products relating to defense preparedness, improving data management for information dissemination, and encouraging information sharing with school personnel. Many military training needs are similar to those provided by vocational education in the civilian sector. The partnership that the Department of Defense has maintained with the civilian educational community in providing education for the nation's youth can be broadened in the area of vocational and technical education. Vocational educators need to continue to monitor state and national defense-related training developments and to share models of training. Such efforts will assist them in developing stronger collaborative arrangements with defense-related industries. (YLB)

Spencer, Robert E.

Investigating the Use of the Personalized System of Instruction in Distance Education. REDEAL Research #1. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 80
NOTE- 41p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-011.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Adult Education; Comparative Analysis; Cost Effectiveness; *Distance Education; Educational Research; Foreign Countries; Higher Education; *Management Systems; *Pacing; *Teaching Methods; *Tutoring; Tutors; Withdrawal (Education)
IDENTIFIERS- Alberta; *Personalized System of Instruction

A study investigated the effects of using the Personalized System of Instruction (PSI) model in distance education. The PSI version of the course (PSI-P) was compared to a version of the course that was found to be instructionally weak (C), a revised version of the course that had an improved instructional design (IB), and a version of the course that was exactly the same as the PSI-P version, except that feedback to the student was delayed (PSI-M). Students enrolling in Introductory Accounting at Athabasca University from September 1 to November 14, 1979, participated. Results indicated that the PSI model (PSI-P) produced higher completion rates than the other three versions. In addition, small differences were found between versions C and IB. Differences between the PSI-M and IB versions were minimal. No differences were found between any of the versions with respect to examination performance. Estimated cost data suggested the PSI-P version is two to three times more expensive to deliver than the other versions. A reason suggested for the higher completion rate of the PSI-P condition was that the PSI model has an instructional as well as a management system for dealing with students. (Seven tables and one figure are attached.) (YLB)

Goldstein, Alan
Establishing a Group Counseling Program for Elementary School Children Who Have Experienced Parental Divorce.
PUB DATE- 85
NOTE- 64p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling Effectiveness; *Counseling Services; *Divorce; Elementary Education; *Elementary School Students; *Group Counseling; Needs Assessment; Practicums; Program Descriptions; *Program Development; Program Evaluation; *Student Needs

This practicum report describes a counseling program established in the school setting for young children who have experienced parental divorce. Chapter I describes the Merrytown Energyville Regional School System, New Jersey, in which the program was established and notes the author's role and responsibilities. Chapter II presents the results of a survey conducted to establish the need for counseling services and identifies six causes for the lack of counseling services for children of divorced parents. A literature review on the effects of divorce focuses on three areas: psychological effects, school-related issues, and specific interventions. Chapter III states the goals and objectives for the practicum and describes the five systems of measurement (i.e., a pre- and post-counseling questionnaire, clinical impressions, parent and teacher comments, and attendance records) used to evaluate the divorce counseling program. Chapter IV summarizes three possible solutions to the lack of counseling services for children of divorced parents and details the eight group sessions conducted during the practicum. Chapter V highlights the results of the program in relation to the criteria established earlier. Conclusions, general recommendations, recommendations for dissemination of the results, and a reference list and brief bibliography are provided. The five appendices contain the survey instrument used in establishing the need counseling services, the pre- and post-counseling questionnaire for children, sample letters to parents or guardians, and a summary of the eight group activities. (KGB)

ED 259 307 CS 008 089

Fuchs, Lynn S.; And Others

A Comparison of Mastery Learning Procedures among High and Low Ability Students.

PUB DATE- 85

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Aptitude; Comparative Analysis; Evaluation Methods; Grade 1; High Achievement; Low Achievement; *Mastery Learning; Primary Education; *Reading Achievement; Reading Improvement; Reading Instruction; *Reading Research; Reading Strategies; *Teaching Methods

A study was conducted to assess the effect of contrasting mastery learning procedures on the reading achievement of high and low ability students. Subjects were 48 high and 40 low ability first grade students randomly assigned to either a typical commercial basal reading series mastery treatment or an alternative mastery learning treatment that adhered more closely to mastery principles of frequent testing, corrective feedback, and technically sound measurement. Subjects were pretested using the "Passage Reading Test" (PRT) and posttested using the same measure at the end of the mastery treatment. The results indicated that the reading achievement of high ability students was not affected by the type of mastery learning method, whereas the reading achievement of low ability students was improved by the alternative mastery method. (HTH)

ED 259 321 CS 008 112

Bond, Carole L.; Miller, Marilyn J.
A Survey of Reading Programs for the Institutionalized Elderly.
PUB DATE- May 85
NOTE- 9p.; Support for this research project was provided by Memphis State University Reading Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Library Materials; *Library Role; Library Services; Mental Health; *Nursing Homes; *Older Adults; Reading Aloud to Others; Reading Habits; *Reading Programs; *Reading Research; Therapeutic Environment

Noting that very few reading programs exist in nursing homes, a study surveyed the need for and content of reading services for residents of skilled and intermediate care facilities. The facilities responding to the survey represented 1,800 residents and provided information on their reading activities, available resources, special equipment, individual and group programs, and the participation, problems, and needs related to these programs. The majority of respondents considered reading services to be important to the residents. Approximately one third of the residents were identified as being able to read independently and it was felt that many of the older residents could benefit from oral reading to provide mental stimulation, comfort, and companionship. However, reading activities were generally not promoted by staff, family members, or visitors. Just over half the facilities had libraries, but were lacking in larger print books or special equipment to enhance print size. The responsibility for the delivery of reading services belonged to the activity director with less than a third receiving assistance from other staff members or volunteers. The results suggest that a designated full- or part-time nursing home librarian, managing a core of volunteers specifically for reading aloud to residents, could be an asset to resident care and morale. (HTH)

ED 259 351 CS 209 075

Dortch, R. Neil; And Others
A Survey of Business Communication Competencies Used by Accountants and Bankers.
PUB DATE- Apr 84
NOTE- 12p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p221-231.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; *Banking; *Business Communication; Business Correspondence; Communication Research; *Communication Skills; *Educational Needs; Education Work Relationship; Higher Education; *Job Skills; Professional Education; Technical Writing

Questionnaires were completed by 169 accountants and 146 bankers in a study conducted to ascertain what communication tasks are performed frequently in accounting and banking and what competencies are needed for success in performing these tasks. The results indicated that all communication tasks were performed on an almost daily to almost weekly basis: 61.9% of respondents wrote or dictated reports, 88% wrote or dictated business letters, 81.3% wrote or dictated memos, 30.8% made oral presentations, 48.3% used word processors, and 33% used microcomputers. Just over half the respondents felt that memos and types of letters should be given above average treatment in business communication classes, and almost half felt that letter style should be given comprehensive treatment in such a course. The majority felt that writing style and mechanics were important, and that titles, headings, types of outlines, and outline form should be given above average treatment in business communication courses. The results suggest that business communication teachers should place high priority on report writing, letter and memo writing, and oral reporting. They should also emphasize style, format, and English mechanics. (HTH)

ED 259 397 CS 209 170

English Curriculum Guide for the Parkland Secondary Schools, 7-12. Volume II.

Parkland School District, Orefield, PA.

PUB DATE- Sep 83
NOTE- 390p.; For volume I see CS 209 169. For the Parkland High School Program of Studies, see CS 209 168.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Preparation; Creative Writing; Curriculum Guides; *Elective Courses; *English Curriculum; *English Instruction; High Schools; *Honors Curriculum; Journalism; Language Arts; Literature Appreciation; Theater Arts; Writing (Composition); Writing Instruction

The second of two volumes, this English curriculum guide for honors and elective courses for grades 10-12 is part of a comprehensive curriculum plan for grades K-12. The courses include honors English, grades 10 and 12; a college preparatory grade 12 class taught in conjunction with a community college; journalism, grades 10-12; basic composition, grades 10-12; theater arts 1, grades 10-12; theater arts 2, grades 11-12; and creative writing, grades 10-12. Each course guide has (1) a course introductory page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources. (EL)

ED 259 428 CS 505 007

Shands, Virginia P.; Bradley, Doris P.

An Assessment and Comparison of Facial Meaning Decoding Skills of Selected University Students.

PUB DATE- Apr 85

NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; *Body Language; College Students; *Communication Research; *Emotional Response; Higher Education; Human Services; Identification; *Interpersonal Competence; Nonverbal Communication; Nursing; Speech Communication; Speech Pathology; *Visual Perception

IDENTIFIERS- *Facial Expressions

A study was conducted to assess the skill of students in identifying meanings of facial expressions in photographs used in the Facial Meaning Sensitivity Test (FMST). Subjects were 55 speech pathology students, 39 nursing students, and 36 speech communication students. The first part of the three part test asked subjects to match 10 photographs with the 10 broad classes of facial meaning, including happiness, sadness, surprise, anger, and fear. Part two presented 30 photographs and required subjects to pick three showing gradations of the 10 broad classes of meaning. Part three presented the 30 photographs arranged in triads, which subjects must then match to the appropriate category. None of the subjects had received any training in reading facial expressions at the time of the testing. The results indicated that one-third of the subjects demonstrated below average skills in decoding facial expressions. The results suggest a need for instruction in nonverbal communication for students in the helping professions such as nursing and speech pathology. (HTH)

Agenda for Excellence: The Challenge for Delaware Education in the 1980s.

Delaware Governor's Task Force on Education for Economic Growth, Dover.

PUB DATE- Jan 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Administrators; Curriculum; *Educational Change; Educational Finance; *Educational Improvement; Educational Quality; Elementary Secondary Education; Government Role; School Community Relationship; State Aid; State Government; *State Standards; Teacher Education; Teachers; Teacher Salaries; Time Factors (Learning)
IDENTIFIERS- *Delaware; Excellence in Education

Although Delaware's educational system is in many ways rising to the challenge posed by the recent national reports on education, the Governor's Task Force on Education for Economic Growth has recommended several improvements. Appointed in July 1983, the task force held public hearings, obtained data by questionnaire, sought expert testimony, toured the state's schools, and solicited the views of educational advisory committees and councils. Over 70 recommendations were developed by the task force for presentation in this final report. Two themes dominating the report are that standards must be higher, uniform, and consistent statewide, and that local school boards must assume principal responsibility for implementing reform. Among the more significant recommendations made were that time devoted to core subjects and classroom time focused on school work both be increased, that statewide curricular standards be met, and that efforts to ensure safe, well-disciplined classrooms be stepped up. The task force's recommendations are intended to promote achievement of four goals: higher student achievement levels, a strengthened curriculum, improved performance and compensation of teachers and school personnel, and increased community involvement. The report also discusses financing these educational improvements and urges that the state board of education be charged with their implementation. (PGD)

ED 259 084 CE 041 026

Wisconsin Job Placement Project Model. Guidelines for School/Job Service Cooperation in an In-School Job Placement Program.

Wisconsin State Dept. of Industry, Labor and Human Relations, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

PUB DATE- 84

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cooperative Programs; Coordination; Guidelines; High Schools; *Job Placement; *Models; *Program Evaluation; School Business Relationship; Secondary Education; *Student Employment

IDENTIFIERS- Job Service; *Wisconsin

This book provides a suggested model for district administrators, Job Service district directors, Private Industry Councils, and others working to create or re-implement in-school job placement programs in Wisconsin high schools. It includes a list of points to be considered and covered in the "statement of agreement" drawn up by cooperating agencies and a worksheet on which to note the various responsibilities of those carrying out the program. A sample cover/signature sheet for the statement of agreement and the outline of a suggested project evaluation process are also provided. (YLB)

ED 259 125 CE 041 745

Winek, Gary
Woodworking Technology.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 176p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. IA 911 I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Carpentry; Design; *Entrepreneurship; *Finishing; Foundries; Furniture Design; Hand Tools; Individualized Instruction; *Industrial Arts; Junior High Schools; Leadership; Learning Activities; Lesson Plans; Machine Tools; Manufacturing; Patternmaking; Safety; School Shops; *Shop Curriculum; State Curriculum Guides; Trade and Industrial Education; *Woodworking; Youth Leaders

This curriculum guide is designed to assist junior high school industrial arts teachers in planning new courses and revising existing courses in woodworking. Addressed in the individual units of the guide are the following topics: introduction to manufacturing; laboratory management (youth leadership, entrepreneurship, and laboratory organization); wood as a material; procedures for designing, joining, planning, and material layout; safety and health environment; procedures for processing wood; procedures for finishing wood; and careers in the woodworking industry. Each unit contains some or all of the following: objectives, key words, a list of teaching aids needed, suqgested references, a sentence outline, a list of materials for students, suggested student activities, student worksheets, transparency masters, student handouts, and a unit test. (MN)

ED 259 141 CE 041 814

Family/Individual Health.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 85
NOTE- 277p.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Competency Based Education; Disabilities; Disadvantaged; Employment Opportunities; *Family Health; Guidelines; Health Occupations; *Home Economics; Home Economics Skills; *Homemaking Skills; *Home Management; *Hygiene; Junior High Schools; Learning Activities; Lesson Plans; Older Adults; Public Health; Safety Education; State Curriculum Guides; Student Needs; Student Organizations; Teaching Methods
IDENTIFIERS- *Special Needs Students

This curriculum guide consists of materials for use in planning and delivering junior high school homemaking courses focusing on individual and family health. Discussed first are program and curriculum planning. The next chapter focuses on the special needs of handicapped and disadvantaged learners and details strategies for addressing these needs. The next five chapters contain materials for use in presenting a series of homemaking courses addressing such topics as personal health and safety, prevention of illness, jobs and career opportunities related to family and individual health, decisions related to matters of family health, home care for elderly or handicapped family members, health care for terminally ill individuals, health protection, care of mothers and infants, and home health emergencies. Each of these chapters lists competencies and corresponding subcompetencies needed by homemakers in each of several areas, and under each competency group, course content is provided in the form of "learning and evaluation experiences" each designed to clarify a particular "concept" which in turn relates back to the principal competency. Also included in the guide are an extensive assortment of teaching aids, a reference list, and a list of publishers. (MN)

ED 259 279 CG 018 380

Spragg, Paul A.; Miller, Cheryl
Counseling Mentally Retarded Couples.
PUB DATE- Jun 82
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (106th, Boston, MA, May 31-June 4, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Communication Skills; Decision Making; *Group Counseling; *Interpersonal Competence; *Marriage; *Mental Retardation; *Problem Solving
IDENTIFIERS- Self Awareness

This paper presents an experimental group model developed for counseling mentally retarded couples. The selection of the group counseling format is explained, group composition and eligibility requirements are described, and initial assessment of individuals and couples is presented. Preliminary sessions, geared toward orienting the couple to the group, are discussed and the initial treatment stages, stressing personal awareness and communication as foundation for developing problem-solving skills later, are described. The use of structured games, activities, and role-reversals is suggested as useful in holding couples' attention and in helping them to express problems. Major problems cited by group members are addressed, including sharing work and responsibilities, structuring leisure time, controlling and expressing anger, and dealing with outsiders in the community. To address these problems a standard stage model of problem solving is presented, which involves identifying the issue, identifying alternative solutions, choosing an alternative, formalizing an action plan, and commiting to a course of action. Three levels of change occurring in couples as a result of the counseling process are explained and categorized as group-specific changes, situation-specific changes, and changes in the use of effective problem-solving strategies. Evidence that the couples themselves perceived the group as valuable is also presented. (NRB)

ED 259 293 CG 018 394

England, Eileen M.; Hyland, Diane T.
Male Categories: Are All Men "Masculine?"
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Males; Personality Traits; *Role Perception; Sex Differences; *Sex Role; *Sex Stereotypes
IDENTIFIERS- *Masculinity

Research on gender stereotypes has contrasted males with females, describing males by competency traits and females by traits which denote warmth or emotionality. However, it has become clear that these traits do not satisfactorily describe all members of either sex, since not all men possess only masculine characteristics and not all women exhibit only feminine characteristics. To determine if there are within-sex categories of males, 200 college students (100 male; 100 female) rated the traits and behaviors of three types of males: family man, businessman, and macho man. Subjects rated the items for how they described one particular kind of male or all males in general. Results indicated that, although subjects did systematically rate traits and behaviors as being characteristic of separate categories of males, a few characteristics were considered to be equally descriptive of all males. It seems that both males and females discriminate at least three distinct role categories among males. These findings, when compared with previous work on female categories, suggest a remarkable similarity between the female and male categories, and reveal parallel categories which cross sex lines. (KGB)

ED 259 413 CS 504 983

Cahn, Dudley D.
Information Technology and Interpersonal Behavior: Impact on Supervisor-Subordinate and Teacher-Student Relationships.
PUB DATE- May 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Information Science; Interdisciplinary Approach; *Interpersonal Relationship; Models; *Organizational Change; *Organizational Communication; Supervisors; *Teacher Student Relationship; *Telecommunications
IDENTIFIERS- *Supervisor Subordinate Relationship

The impact of telecommunications on the development of interpersonal relationships has caused the traditional, centralized industrial management model--a highly rigid, top down, hierarchical communication system--to be replaced by a new decentralized communication model--a highly flexible, interdisciplinary network where people serve one another and share information in more equal and informal management styles. Similarly, as part of the student learning network, the role of teacher is less formal and authoritative and more facilitative in helping students learn for themselves how to cope with rapid change, how to think, make decisions, solve problems, and how to gain insight and be creative. (DF)

ED 259 458 EA 017 918

Zirkel, Perry A.

Recent Prayer-Related Court Decisions: The Effect of Judicial Attitudes and Administrator Actions.

PUB DATE- Apr 85

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; Extracurricular Activities; Religious Factors; *Religious Organizations; *School Law; School Supervision; *State Church Separation; Student Organizations; Student Rights

IDENTIFIERS- *Equal Access; First Amendment; School Prayer

Using recent establishment clause decisions concerning vocal prayer, silent meditation, and prayer groups in the public schools, this article suggests that courts have applied the seemingly consistent doctrine of the tripartite test to arrive at quite different results, based in part on extralegal sources. Two such sources are the attitudinal variance among judges and the practical posture provided by administrators. The latter source, as exemplified in the prayer-group cases, can be an important and sometimes ironic influence on the judicial outcome. Hence, those school districts that seek to disallow access to such groups could do so either by developing a policy that severely limited extracurricular activities or, under a more open policy, by allowing access but maximizing sponsorship, support, and supervision. It is argued that school districts that seek to accommodate such groups should have an expansive policy that does not mention religion and that keeps involvement to a minimum. (Author/TE)

Federal Support for Education, Fiscal Years 1980 to 1984.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-403b
PUB DATE- Jun 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Educational Finance; *Educational Research; *Federal Government; *Federal Programs; Tables (Data); Tax Deductions
IDENTIFIERS- Guaranteed Student Loan Program; Office of Management and Budget

This document reviews federal support for education between fiscal years 1980 and 1984. Federal support for education totalled $62.2 billion in 1984, an increase of 18 percent over 1980. Between 1980 and 1984 the largest increase in federal support (30 percent as of 1984) went to research at universities and related institutions. During the same period, federal support for elementary and secondary education grew by 1 percent, and support for higher education declined by 7 percent. Among federal agencies, the Department of Education provides the most program funds overall and for all purposes except research. The Department of Health and Human Services and the Department of Energy are the leaders in outlays for research at universities. This report differs from United States Office of Management and Budget (OMB) annual reports on education prepared during the 1970's. OMB reports did not include noneducational research conducted at academic institutions, off-budget items (such as the annual volume of guaranteed student loans), or an annual estimate of federal tax expenditures. Included with this report are six tables and eight appendixes. (MD)

ED 259 111 CE 041 600

Clark, Cheryl L.
Network Program Procedural Manual.
New York Dept. of Correctional Services, Albany.
PUB DATE- Nov 84
NOTE- 105p.; Parts of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Attitude Change; *Behavior Change; *Coping; *Correctional Education; Correctional Institutions; Goal Orientation; Group Dynamics; Group Experience; *Individual Development; *Prisoners; *Stress Management

This manual is a general operations guidebook designed to support staff and inmates in the operation of Network, an innovative, state-of-the-art, corrections and personal growth program. Section 1 provides a detailed overview of the program, which establishes living/learning units within correctional facilities supervised and operated by specially trained corrections officers and supervisors. The program provides an opportunity for inmates to learn life coping skills, and it enriches the role of the corrections officer in the process. This overview covers program membership, disciplinary procedures, leaving the program, and reentry. Section 2 discusses administrative procedures: staff meetings, recordkeeping, scheduling of officers, monthly reports, participant progress worksheets, and community standards. Section 3 provides information on implementation and administrative procedures for newly established programs. Section 4 concerns inmate recruitment, including announcing the program, application, selection criteria, and interviewing. Community jobs in the Network program are described in section 5. Section 6 discusses these program procedures: benefits of participation in groups, feedback, and group process. Types of groups used in the program are illustrated and procedures are suggested for running them. Section 7 contains staff duty descriptions that detail minimum qualifications; knowledge, skills, and abilities; and tasks and responsibilities. Appendixes contain sample forms. (YLB)

ED 259 169 CE 041 881

Harms, Dan; And Others
An Emerging Technology Curriculum. Education for Technology Employment Project. Final Report.
Stephenson County Education Service Region, Freeport, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Competency Based Education; Computer Oriented Programs; *Curriculum Development; Drafting; *Electronics; Individualized Instruction; Instructional Materials; Job Analysis; *Job Skills; Material Development; Postsecondary Education; Program Implementation; *Robotics; Secondary Education; Technical Education; *Technology; Vocational Education
IDENTIFIERS- *Computer Assisted Design; Computer Assisted Manufacturing

Individualized, competency-based curriculum materials were developed for a course on Principles of Technology, Units 1-6. New and updated curriculum materials in Drafting and Electronics and the Principles of Technology units were pilot tested in area vocational center settings in Illinois. A computer maintenance program was also developed but not implemented due to lack of enrollment. Progress was made in program articulation between area vocational centers and all feeder schools as well as the community colleges. Task listings for automated manufacturing (electromechanical technicians) were developed; curriculum materials will be further developed during the following year. Conclusions indicated (1) a need for articulation, (2) "turf protection" as a barrier to effective articulation, (3) a need for support from business and industry, and (4) a need for better access to top students. (Appendixes, amounting to over one-half of the report, include results of a survey of student educational and career interests, a sample learning guide for unit 6 of the Principles of Technology program, a summary of the pilot test of Principles of Technology, and task listings for automated manufacturing electro-mechanical technology). (YLB)

ED 259 251 CG 018 352

Current Status of Drug Abuse Prevention and Treatment. Hearing before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, Ninety-Eighth Congress, First Session (September 22, 1983).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 85

NOTE- 238p.; Some pages are marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Drug Abuse; *Drug Rehabilitation; *Federal Aid; *Financial Support; Hearings; *Prevention; *State Programs

IDENTIFIERS- Congress 98th

This document contains transcripts of witness testimony, prepared statements, and supplemental materials from the Congressional hearing called to examine the current status of drug abuse prevention and treatment programs in the United States. Witnesses include Dr. Edward N. Brandt, the assistant secretary for health of the United States Department of Health and Human Services, and Dr. William Pollin, director of the National Institute of Drug Abuse, who outline the current extent of the drug problem, some of its negative consequences, and the role the Department of Health and Human Services is playing in combating the problem; two former drug addicts who discuss their experiences; and two panels of witnesses. The first panel consists of Thomas Kirkpatick, Jr., the executive director of the Illinois Dangerous Drugs Commission; John Gustafson, the deputy director of the Division of Substance Abuse Services for New York state; and Richard Russo, the assistant commissioner of health for the state of New Jersey. The second panel consists of Dr. Anderson Johnson, the director of the Health Behavior Research Institute; Sue Rusche, the executive director of Families in Action in Atlanta, Georgia; and Dr. Mel J. Riddile, the director of Straight, Inc. for greater Washington. Appendices contain the 1982 National Household Survey on Drug Abuse, selected articles on drug abuse, and an outline for Narcotics Anonymous groups. (NRB)

ED 259 265 CG 018 366

Gerdes, Eugenia Proctor; Sidler, John P.

Coronary Prone Behavior Pattern in Women Preparing for Traditionally Male Professions.

PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Assiciation (56th, Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Females; Heart Disorders; Higher Education; Majors (Students); *Nontraditional Occupations; Personality Traits; Sex Differences; Undergraduate Students; Work Environment
IDENTIFIERS- Job Stress; *Type A Behavior

Although coronary prone, or Type A behavior, appears to predict coronary heart disease in women, as it does in men, little research has compared men and women in the same life circumstances. To determine if there is a coronary prone behavior pattern in women preparing for traditionally male professionals, two studies were conducted. In the first study, 168 undergraduate women, in three traditionally male fields (i.e., engineering, management, and pre-medicine), 145 udergraduate men in the same fields, and 83 undergraduate women majoring in traditionally female fields (i.e., education, sociology, and psychology) completed a questionnaire. Measures of personality characteristics, physical and psychological symptoms, and work environment strain that are related to Type A behavior were assessed. Results showed that the three groups differed significantly on Type A, as well as on other variables. The traditional women were significantly lower on Type A than the nontraditional women and the men. Very small differences were found in Type A for men and women in the same work environment. In a followup study, 216 subjects from the original sample completed similar questionnaires. Results showed that subjects whose current occupations were the same as their undergraduate majors did not differ on Type A. As in the first study, traditional women were significantly less Type A then the nontraditional women or men. The work environment was especially relevant to Type A, and Type A was especially relevant to symptoms for women and, to a lesser extent, for men who were currently in high status, traditionally male fields. Type A was a better predictor of symptoms for women working in high status, traditionally male roles than it was across all subjects. (KGB)

ED 259 352 CS 209 081

Luchsinger, Vince; Luchsinger, M. Lou
Clarifying Technology: Its Language and Use.
PUB DATE- Apr 84
NOTE- 9p.; In: Ramsey, Richard Davis, Ed. Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p285-292.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Definitions; Industrialization; Information Processing; Modernization; *Technological Advancement; *Technological Literacy; *Technology

From the earliest of times, humans have been working to improve their world. Myths and misunderstandings have arisen from the rapid pace and increasing impact of technology on people's lives. This technology may be material, consisting of tangible implements, or nonmaterial, consisting of both knowledge processed and methods that help humans perform better. Other classifications of technology are high technology, usually characterized by significant science or engineering content, or low technology, which tends to have lesser unit cost and more human involvement. Technological awareness and understanding constitute an area where communication plays a vital role. The most important issue of all is to make a conscious decision on how to view technology, to recognize its existence in all eras of history, and to assimilate it with society's value structure. (DF)

ED 259 367 CS 209 117

Ettema, James S.
Studies in Creativity and Constraint: An Assessment of the Production of Culture Perspective.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Creativity; *Creativity Research; Cultural Activities; Cultural Awareness; *Cultural Influences; *Mass Media; Sociocultural Patterns
IDENTIFIERS- *Constraints; *Cultural Arts

If there is a dominant theme in the research on the "production of culture," it is the tension between creativity and constraint. Constraints are imposed by the structures and processes of culture-producing industries and organizations in the attempt to cope with the uncertainties of generating and marketing cultural products. Yet the possibility, indeed necessity, of creativity still exists within these constraints. Even within situations of corporate creativity, the act of creation is seen primarily to be the work of individuals or small groups of collaborators who are able to acquire enough power to exercise some creative control. The research conducted within the production of culture perspective does offer insight into how this tension between creativity and constraint plays itself out to produce cultural materials. However this research offers much less insight into what is produced. Finally, meaning cannot be reduced to industrial, organizational, or psychological processes and yet meaning in media content cannot exist without those processes. It is only in the convergence of cultural criticism and cultural sociology--a fusion of text and process--that we can hope to account for meaning in popular culture. (Author/DF)

Literature, Literary Response, and the Teaching of Literature:
Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Aging (Individuals); Annotated Bibliographies; *Bibliotherapy; Censorship; Characterization; *Childrens Literature; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; *Literary Criticism; *Literature Appreciation; One Parent Family; Poetry; Reading Interests; Reading Strategies; Student Reaction; Textbook Selection

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) Victorian ideology and British children's literature from 1850 to 1914, (2) a comparison of passages from books for adults and for children, (3) the use and effect of puppetry and bibliotherapy in group counseling with children of divorced parents, (4) complaints filed in relation to three major literature series proposed for adoption in Texas in 1978, (5) ageism and gerontophobia in children's literature, (6) concepts of work and leisure in children's literature, (7) the literary theory of Louise Rosenblatt and its implications for teaching poetry in the primary grades, (8) changes in the attitudes of characters in novels written for adolescents by four black authors, (9) intermediate grade children's reading interests as reflected in basal reading textbooks, (10) schema development strategies of fifth and sixth grade students' comprehension of responses to and interest in historical fiction. (HOD)

ED 259 085 CE 041 037

Adult Illiteracy in New York State--A Hidden Disgrace. Senate Committee on Investigations and Taxes Report.

New York State Senate, Albany.

PUB DATE- Apr 84

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Case Studies; Cost Effectiveness; Educational Policy; *Functional Literacy; *Illiteracy; Leadership; *Literacy Education; *State Aid; State Surveys

IDENTIFIERS- *New York; New York State Regents

Findings and recommendations of the New York State Senate Committee on Investigations and Taxes are provided from an examination of adult illiteracy in New York State to estimate its extent and cost, to evaluate existing efforts, and to develop new approaches to reduce it. Findings show that there are approximately 2,040,000 functionally illiterate New York residents over the age of 18, that they cost the state millions of dollars in welfare payments and unrealized tax revenues, that the state has failed to allocate funds for literacy programs, and that the State Board of Regents has avoided its responsibility for setting educational policy and priorities. These recommendations are made: the Board of Regents should assign a higher priority to combatting adult illiteracy; the state should provide more funds; colleges should offer incentives to student tutors of adult illiterates; and the State Department of Education should cooperate with other agencies and institutions to combat illiteracy, develop a mentor system, and develop programs using computers and public access cable television. The report also contains a definition and demographic breakdown of illiteracy, a more detailed examination of the failure of leadership evinced by the Board of Regents, specifics on the cost of illiteracy (cost to the state, future savings, the cost to private industry), and case histories of two former illiterates. (YLB)

ED 259 100 CE 041 430

Ratcliff, Sandra
Recruitment and Retention of Adult Basic Education Students. NAAESC Occasional Papers, Volume 1, Number 3.
Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.
PUB DATE- Jun 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Adult Basic Education; Adult Programs; Dropouts; Literacy Education; *School Holding Power; *Staff Role; Student Attrition; *Student Recruitment; Teacher Responsibility; *Teacher Role

Ideally, the total adult basic education (ABE) staff--administrators, support staff, and instructors--promote recruitment and retention activities. To aid recruitment the total staff should become well known in the community and work closely with community groups, provide tours and an open house, offer student orientation, recruit honestly and realistically, and maintain contacts with referring agencies. Administrators can aid retention by making program goals and objectives clear to staff and students, familiarizing students and staff with the language of ABE, having experienced staff provide new staff orientation, providing frequent staff development activities and meetings, getting to know students, using an advisory council, including students and staff in decision making, and being aware of staff educational and personal backgrounds. Support staff should present a friendly, helpful attitude when dealing with the public, be familiar with program goals and community contacts, promote the program, and treat students with respect. To aid retention instructors should tailor instruction to students, realize that the instructor sets the climate in the classroom, be a good listener, and allow open discussion. "Project PASSAGES-II," a retention project in Illinois, improved retention through increased orientation and optional activities planned, in part, by the students. (YLB)

ED 259 155   CE 041 844

Agriculture. Poultry Livestock.
Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 117p.; For related documents, see CE 041 843-847.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Animal Husbandry; Curriculum Guides; Evaluation Criteria; Job Search Methods; *Job Skills; Leadership Training; Learning Activities; Livestock; Occupational Information; Secondary Education; Student Organizations; *Vocational Education
IDENTIFIERS- Future Farmers of America; *Poultry

This task-based curriculum guide for agricultural production, specifically for poultry, is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a task sheet for developing leadership skills, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by seven duties: caring for poultry, feeding poultry, maintaining poultry health, maintaining poultry facilities, marketing poultry, showing poultry, and using employability skills. Other contents include student and class achievement records and tool/equipment lists. (YLB)

ED 259 182 CE 041 904

What to Do Regarding Economics and Managing Resources.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Instructional Materials Lab.

PUB DATE- Aug 83

NOTE- 350p.; For related documents, see CE 041 900-906.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Citizen Participation; *Consumer Economics; *Consumer Education; *Consumer Protection; Curriculum Guides; Decision Making; Family Life Education; *Home Economics; *Homemaking Skills; Home Management; Learning Activities; Learning Modules; *Money Management; Secondary Education

These materials for the curriculum area of economics and managing resources comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken up in this document is divided into three practical problems about what to do regarding: (1) decision making; (2) resource/product management; and (3) citizen participation. These are further categorized into seven concerns: external and personal factors affecting consumer decisions, financial planning, purchasing, conserving, consumer protection, and consumer responsibilities. Each concern is divided into a number of concepts or modules. This package consists of 25 modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

ED 259 196 CE 041 924

Cassirer, Henry R.; And Others
Co-operation between the Media and Adult Education Bodies. Surveys and Studies.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Literacy, Adult Education and Rural Development.
REPORT NO.- ED-85/WS/29
PUB DATE- 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Broadcast Industry; Case Studies; *Cooperative Planning; Cooperative Programs; Coordination; Distance Education; *Educational Cooperation; Educational Needs; Educational Practices; Educational Radio; Educational Television; Foreign Countries; *Mass Media; National Surveys; Needs Assessment; Postsecondary Education; Program Descriptions; *School Business Relationship
IDENTIFIERS- Hungary; India; United Kingdom

This collection contains four surveys and studies examining cooperation between the media and adult education bodies throughout the world. In a paper entitled "The Media and Adult Education: Indian Experience," J. S. Yadava examines two case studies of sound and six case studies of television broadcasting in India that involve cooperative planning between the media and adult education sectors. Katalin Hanak pays special attention to the role of the media in providing family life, social, and cultural education in a report entitled "The Contribution of the Media to Adult Education: A Hungarian Case Study." In his paper "Adult Education and Broadcasting in the United Kingdom: A Partnership to Promote Personal and Social Development in the Adult Community," John Robinson gives 10 specific examples of cooperation between adult education and the broadcast media. Concluding the document is a needs assessment study by Henry R. Cassirer entitled "Systematic Cooperation between Adult Education and Broadcasting: Conclusions and Prospects." (MN)

Imel, Susan; Grieve, Shelley
Adult Literacy Education. Overview. ERIC Digest No. 40
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-81-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Adults; Community Programs; *Delivery Systems; *Illiteracy; Individual Characteristics; Individual Development; *Literacy Education; Social Change

Adult illiteracy is a complex, costly, and growing social problem. Three common areas of controversy related to the problem are: (1) definitions of adult literacy, (2) characteristics of illiterate adults, and (3) the purposes of literacy education. Illiteracy can be understood only in relation to a culture's definition of literacy. Due to differing definitions, statistics on the extent of illiteracy vary widely. The concept of "functional literacy" is controversial because it is determined by external standards and criteria. A tone of mission and concern for the less fortunate has dominated the perspective of illiterate adults. A picture is emerging now of illiterate adults as individuals who have educated themselves through life experiences and are frustrated with present literacy programs. Two common models of literacy programs are personal development and improvement and social change. Two primary systems for literacy programs currently serve the individual--the federally funded adult basic education program and national volunteer literacy efforts. Employers are emerging as a third delivery system providing literacy training for individual development. Community-controlled agencies that also offer literacy education are committed to improvement. (YLB)

ED 259 223 CE 042 006

Coldeway, Dan O.
An Examination of Tutor Management Strategies for Use in Distance Education. REDEAL Research Report #2. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
Athabasca Univ., Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 80
NOTE- 31p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-011.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Education; *Cost Effectiveness; *Distance Education; Dropouts; Foreign Countries; Higher Education; *Incentives; *Management Systems; Salaries; Student Attrition; *Teacher Effectiveness; Tutoring; *Tutors; Wages; Withdrawal (Education)
IDENTIFIERS- Alberta

Credit completion rates, learner performance data, tutor input, and costs were compared between tutors managed by an incentive pay scheme and tutors paid a fixed rate. The incentive pay scheme calculated tutors' pay using learner completion rates; the fixed rate was for each learner enrolled per month. Two tutors in the incentive pay group and a third control tutor worked with learners in two introductory courses: World Ecology and Introduction to Computing. Tutors served as telephone tutors for home study packaged courses delivered by Athabasca University. Results indicated little difference in learner performance or credit completion rates between groups. The amount and quality of information provided by incentive pay scheme tutors was larger and more regular than for controls. Costs of implementing both systems were not found to be significantly different. The tutor was suggested as an agent of motivation in distance education. (Three tables and four figures are attached.) (Author/YLB)

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 16p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Role; *Cognitive Style; Comparative Analysis; *Doctoral Dissertations; Elementary Secondary Education; Family Environment; Parent Participation; Reading Ability; *Reading Achievement; Reading Attitudes; Reading Difficulties; Reading Habits; Reading Processes; Reading Programs; Reading Readiness; *Reading Research; Reading Skills; Retention (Psychology); Student Attitudes; *Success; Teacher Role

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) the relationship between self-concept and reading ability in secondary school students; (2) students' perceptions of their reading groups and peers within these groups; (3) perceived leadership behaviors and demographic characteristics of principals as they relate to student reading achievement in elementary schools; (4) the differences in observable characteristics of learned helplessness demonstrated on a reading task by underachieving and achieving middle school boys of low and high socioeconomic status; (5) the effects of library skill instruction on academic achievement, knowledge of library skills, and reading attitudes; (6) reading habits and abilities of students in elementary schools with and without centralized libraries; (7) elementary school student growth in reading and mathematics during the summer; (8) the contribution of selected home environmental factors to reading achievement; (9) a comparison of intellectual, self-esteem, and anxiety factors of normal and disabled elementary school readers; (10) cognitive strategies and individual differences in beginning reading achievement; (11) the relationship between motor learning and reading cognition; (12) myths of the acquisition of literacy; and (13) the relationship between student learning style and reading achievement. (HTH)

ED 259 322 CS 008 114

Gustafson, David J.; Pederson, Joyce E.
SQ3R--Myth or Sound Procedure.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Wisconsin State Reading Association (Oconomowoc, WI, March 22-24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Literature Reviews; *Reading Comprehension; *Reading Research; *Reading Strategies; Research Problems; *Retention (Psychology); *Study Skills; Teaching Methods
IDENTIFIERS- *SQ3R Study Formula

Noting that research examining the SQ3R study strategy has raised more questions than it has answered, this paper presents a review of such research, taken from the ERIC database, "Psych Abstracts," and "Dissertation Abstracts." The paper divides the studies by educational level: elementary, junior and senior high school, and college/university. It concludes with observations based on the studies examined, including the following: (1) the SQ3R strategy develops main idea comprehension skills; (2) SQ3R is less effective than other strategies, such as underlining and an SQ Recite modification; (3) the research methodology in some of the studies made the interpretation of the results questionable; (4) lack of long term follow-up made questionable the conclusions regarding retention of material; and (5) there is a paucity of research examining the effects of SQ3R with beginning readers. (HTH)

ED 259 337 CS 209 031

Wimmer, Kurt A.; Wright, Jay B.

An Interdisciplinary Look at Minorities and the Media: Implications for Deregulation.

PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bias; Federal Legislation; Mass Media; *Minority Groups; *Programing (Broadcast); Social Stratification; Stereotypes; *Telecommunications; Television; Television Research; *Television Viewing
IDENTIFIERS- *Deregulation; *Federal Communications Commission

Two contradictory trends are developing in telecommunications. The first is increased viewing of television by minorities, while the second is decreased attention given to minority issues by the Federal Communications Commission's (FCC) deregulatory stance. Minority groups consume more television than any other social groups, yet television's portrayals of minority groups are becoming increasingly underrepresentative. According to leading researchers, minorities use television for socialization as well as information. This use of a medium that seldom portrays minorities as socially significant poses many societal problems, including possible increases in stratification between races, anomie, and production of knowledge gaps between races. Although communications regulation has traditionally emphasized the importance of promoting minority viewpoints and minority ownership of broadcast outlets, current FCC policy favors deregulation. The FCC would then rely upon market forces to effectuate its public interest regulatory charter, which could be socially irresponsible if done without consideration for the evidence assembled by social science researchers. (Author/DF)

ED 259 398 CS 209 175

Pritchard, David
A New Paradigm for Legal Research in Mass Communication.
PUB DATE- 5 Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; Higher Education; *Mass Media; *Media Research; Models; *Research Methodology; Research Utilization; Teaching Methods; Theories
IDENTIFIERS- *Legal Research; *Paradigm Shifts; Theory Development; *Theory Practice Relationship

On the premise that legal research in mass communication should be scientific and grounded in theory based upon available knowledge about how the world works, it is argued in this paper that the research paradigm used by most communication-law scholars is inadequate. In the first section of the paper the current, "institution-centered" paradigm that structures most communication-law scholars' teaching and research is described. The argument of the second part of the paper points out some of the major flaws of this paradigm--its focus on legal rules and the institutions that make them fail to account for factors that are vitally important to understanding the reality of legal disputes. This section also outlines an alternative "disputes focuses" paradigm to replace or complement the current one. In the third section of the paper some theoretical and methodological implications of this paradigm shift are discussed. (HTH)

ED 259 429 CS 505 014

Cooper, Pamela; And Others
The Status of Women's Research in Communication Journals: 1970-1984.
PUB DATE- May 85
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Authors; *Communication Research; Content Analysis; *Females; Research Needs; *Scholarly Journals; *Sex Bias; Sex Fairness; *Speech Communication

To determine the number of journal articles authored by women and related to women and communication, a content analysis was made of communication journals from 1970 to 1984. The following journals were analyzed: "Central States Speech Journal," "Communication Education," "Communication Monographs," "Communication Quarterly," "Human Communication Research," "Journal of Communication," "Quarterly Journal of Speech," "Southern Speech Communication Journal," and "Western Journal of Speech Communication." A Total of 4,564 research articles were reviewed. Of these articles, 1,382 were authored or coauthored by females, and 202 dealt with women and communication. Generally, the number of articles on women and communication increased from 1970 to 1980. In terms of content of the articles on women and communication, the two major areas of investigation concerned sex differences in language and media. From the findings, two conclusions were drawn: (1) females are underrepresented in terms of authorship, and (2) the area of women and communication needs further investigation. (HOD)

ED 259 443 EA 017 811

Educating Nevada's Youth: A Plan for Improving Our Schools. A Report to Nevadans.

Nevada Governor's Commission on Educational Excellence, Carson City.

PUB DATE- Nov 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; *Educational Change; *Educational Quality; Elementary Secondary Education; Graduation Requirements; School Community Relationship; State Action; *State Standards; Student Evaluation; Teacher Certification; Teacher Education; Teachers; Time Factors (Learning)
IDENTIFIERS- Excellence in Education; *Nevada

National statistics reported in recent studies of educational quality and information gathered by the Nevada Governor's Commission on Educational Excellence both show disturbing trends in educational performance, despite some positive indications. Among recent signs of improvement in Nevada are the recognition of some Nevada schools as outstanding by the United States Department of Education, the strengthening of requirements and curricular offerings by local school boards, revisions in standards for basic skills proficiency, rising scores on Stanford Achievement Tests among some student groups, and increasing standards for teachers' professional competence. The recommendations made by the Governor's Commission extend these improvements by calling for an increase in graduation requirements; a stronger and more carefully monitored curriculum, particularly in vocational and technological areas; and the establishment of an evaluation system that would allow Nevada's schools to be compared with each other and with those of other states, would provide recognition for successful programs, and would foster diagnostic efforts. The commission also recommends expanding the amount of time allocated to education; improving teacher preparation, certification, recertification, work assignment practices, and compensation; and increasing the involvement of parents, community members, and Nevada's special populations in the educational effort. (PGD)

ED 259 459 EA 017 919

Slovacek, Simeon P.; Dolence, Michael G.
Planning the Use of Microcomputers in Higher Education Administration.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Computer Software; Data Processing; *Educational Administration; *Electronic Equipment; Elementary Secondary Education; Information Networks; Information Storage; *Management Information Systems; *Microcomputers; *Modernization; Needs Assessment; Organizational Communication; Surveys; Technology Transfer

The process of planning the role of the microcomputer in higher education administration is investigated through a survey of a sample of universities and colleges in California engaged in such efforts, and through a review of literature in education as well as computing. A major objective of the study was to systematically investigate the approaches used by higher education administrators in planning for the smooth integration of microcomputers into administrative functions and processes. The study identifies the types of issues administrators considered in developing plans for acquiring and implementing microcomputer systems and solutions, and the types of applications used. The state of planning in this growing area is then assessed, and issues that ought to be addressed in the planning process are identified and discussed. These include (1) the need for uniform equipment standards, (2) selection of systems to readily meet telecommunications needs, (3) determination of cost effective maintenance options, and (4) the need for effective user training and support. References are included, and the instrumentation used in the survey is appended. (TE)

ED 259 237 CG 018 338

Gershenson, Harold P.; Handler, Arden
Defining Sexuality among Female Black Inner-City Young Adolescents.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- 26 Apr 85
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Youth; Cognitive Development; *Females; *Inner City; Junior High Schools; *Pregnancy; *Sexuality; *Social Cognition
IDENTIFIERS- Illinois (Chicago); *Personal Fables; Premarital Sex

Adolescents are able to respond correctly to questions about pregnancy risk and contraceptive use, yet still engage in risk-taking behavior. One explanation for this phenomenon may be the existence of a personal fable. To explore the existence of the personal fable in inner-city female adolescents, 22 eighth grade black females in Chicago completed two tests. The first, the Ability to Say No in a Pressured Sexual Situation Scale, consists of 12 stories describing situations in which an inner-city female might find herself in relation to males. The girls first responded to the stories for a girl-friend, and then for themselves. The second instrument measured the girls' perceptions of future life choices. They again responded for a girl-friend and for themselves. The results showed the girls were capable of accurately describing life in their neighborhood and their friends' probable responses to sexual pressure, but also were able to maintain that what happens to others will not happen to them. While this research supports the concept of a personal fable as one aspect of the early adolescent's sexual identity, longitudinal research is needed. (KGB)

ED 259 414 CS 504 984

McQuillen, Jeffrey S.; Ivy, Diana K.
The Basic Course in Speech Communication: Past, Present and Future.
PUB DATE- 82
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Course Content; Course Organization; Educational Assessment; *Educational History; Educational Trends; Higher Education; *Speech Communication; *Speech Curriculum; Speech Instruction

Acknowledging the need for objective evaluation of the focus and organization of the basic speech communication course, this paper reviews the progress of the basic course by tracing its changes and development. The first portion of the paper discusses the evolution of the basic course from the 1950s to the present, giving specific attention to historical modifications in the basic course's orientation and focus. The second portion of the paper addresses questions concerning the current orientation, responsiveness, and appropriateness of the basic course, and reviews promising answers to these questions. (HTH)

ED 259 112 CE 041 619

Fellendorf, George W.
New Opportunities for Employment in the 1990's.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the International Congress on Education of the Deaf (Manchester, England, August 4-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Career Education; *Computer Literacy; Computers; Demand Occupations; Elementary Secondary Education; *Employment Opportunities; Employment Patterns; *Employment Potential; Employment Projections; *Futures (of Society); *Hearing Impairments; *Job Skills; Labor Market; Labor Needs

Changes already well underway in the world of work will affect the opportunities for full employment, and these changes will have an impact upon all working persons, including the hearing impaired. In the year 2000, many more women, more older persons, and more individuals with different language backgrounds and cultures will be in the work force. Modern medicine and creative technology will enable more disabled workers to be employed. Business and industry are challenging schools and rehabilitation centers to produce qualified candidates for the jobs that await them. Many current jobs will disappear; 86 percent of the work force will be in the service sector. Half of the service sector jobs will be related to information collection, management, and dissemination. To prepare for the future, hearing impaired persons must have basic skills, be able to communicate, and possess career-related interpersonal skills. Other necessary skills and background will be expected, including a familiarity and proficiency in computer operation. Teachers and parents must overcome fears and suspicions of new computer technology and encourage hearing impaired children to use a keyboard to access the possibilities of the computer. (YLB)

ED 259 126 CE 041 748

Air-Conditioning Mechanic.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-11.15b
PUB DATE- 82
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Conditioning; *Air Conditioning Equipment; Behavioral Objectives; Correspondence Study; *Equipment Maintenance; Equipment Utilization; Independent Study; Learning Activities; Military Personnel; *Military Training; Postsecondary Education; *Refrigeration Mechanics; *Trade and Industrial Education; Units of Study

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the skills needed by air conditioning mechanics. Addressed in the four chapters, or lessons, of the manual are the following topics: principles of air conditioning, refrigeration components as applied to air conditioning equipment, procedures for servicing air conditioning equipment, and commercial and tactical air conditioning units. In a seperate section following chapter 4 are 4 review units corresponding to the 4 lessons in the guide. Each unit contains a reading assignment, a lesson objective statement, and a written assignment consisting of a series of study questions for that unit. (MN)

ED 259 142 CE 041 816

Peterson, Gary W.; And Others
Employment Assistance Planning Programs for Welfare Recipients: An Evaluation and the Development of a Screening Measure.
Florida State Univ., Tallahassee. Center for Educational Technology.
SPONS. AGENCY- Florida State Dept.of Health and Rehabilitative Services, Tallahassee. Div. of Economic Services.
PUB DATE- 15 Sep 83
NOTE- 136p.; Research was conducted under the aegis of the State University System STAR Program.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Client Characteristics (Human Services); Cost Effectiveness; Employment Level; *Employment Potential; Employment Programs; Evaluation Criteria; Feasibility Studies; *Job Performance; Pilot Projects; *Predictor Variables; Program Effectiveness; *Program Evaluation; *Screening Tests; State Standards; Statewide Planning; Test Construction; Test Validity; *Welfare Recipients
IDENTIFIERS- *Florida

A project was conducted to develop an assessment instrument for use in identifying welfare recipients who are potentially employable and to evaluate the effectiveness of Florida's three existing pilot employment assistance planning programs (termed PAPAs after the Public Assistance Productivity Act). Data on the employment status of 98 individuals were collected 60 days and again 180 days after they had registered in a PAPA. Data on the employment status of an additional 121 persons 60 days after they had registered in a PAPA were also examined. The optimal criterion measure for identification of employability variables was found to be employment status 180 days after registration. Four predictor variables were also found to be significantly related to employment status 180 days after PAPA registration. A prototype employability screening instrument based on these four variables was proposed. Six standards for evaluating existing PAPAs were developed. Preliminary cost-benefit analyses of Florida's three existing PAPAs indicated that the cost-effectiveness of serving all cohorts of clients examined has been improving significantly. (Appendixes to this report include the existing and proposed PAPA evaluation instruments.) (MN)

ED 259 280 CG 018 381

Kaplan, Robert E.; And Others

High Hurdles: The Challenge of Executive Self-Development. Technical Report 25.

Center for Creative Leadership, Greensboro, N.C.
REPORT NO.- ISBN-0-912879-23-8
PUB DATE- Apr 85
NOTE- 50p.
AVAILABLE FROM- Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402-1660 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrators; Aspiration; Change Strategies; Competence; *Organizational Climate; *Personality Traits; *Self Actualization; Success
IDENTIFIERS- *Resistance to Change; Self Awareness

Interviews with 22 executives and 18 experts on executives have resulted in some insight into the tendency of executives to avoid coming to terms with their limitations and the corresponding tendency for the executive's organization to avoid attempts to help. An analysis of responses indicated that certain elements (power, success, expertise, ambition, competence) consistently work together to affect the executive's prospects for self-development. These elements, collectively termed elevation, act in concert to restrict the executive's opportunities to pursue self-directed growth. Four of these elevation elements stand out as especially affecting the executive's prospects for self-development. First, the exercise of power keeps executives from getting personal criticism that could lead to the awareness of deficits. The executive's demeanor, his exaggerated impact, his isolation, and his relative autonomy all restrict feedback on executive behavior. Second, the very nature of the executive job blocks introspection, an important path to self-awareness. Third, the ability to accept criticism is limited by the executive's high need to be exceptionally competent and worthy. Finally, a history of success makes change difficult for executives. Nevertheless, some executives do overcome the tendency for elevation to interfere with their efforts at self-directed growth. Executives who have sources of information about their deficits, who can accept truths about themselves, and who recognize the importance of actually changing can overcome obstacles to self-development. (NRB)

Irwin, Ron; Sheese, Ron
Psychological Models of the Development of Dialectical Thinking.
PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Intellectual Development; *Models; *Schemata (Cognition); Theories
IDENTIFIERS- *Dialectical Thought; *Formal Operations

Somewhat as Piaget proposed the existence of formal operations acting on concrete operational structures, Basseches (1978) has proposed the existence of dialectical operations acting on formal operational structures. Basseches gives a qualitative account of dialectical operations via the enumeration of 24 schemata categorized into four groups: Motion-Oriented, Form-Oriented, Relationship-Oriented, and Meta-Formal. Other theories of cognitive development beyond the level of formal operations propose a structural model for some aspect of adult cognitive processing, assuming that there is a common underlying structure that organizes experience and/or overall personality functioning. Whether the structure consists of a way of organizing epistemological assumptions and expectancies (Perry, 1970), a way of structuring moral conflicts (Kohlberg, 1981), a way of orienting personality (Kegan, 1982; Loevinger, 1976), or a way of grouping systems of logico-mathematical cognitive transformations (Piaget, 1970), this assumption involves the prediction of an unseen regulative organization that determines behavioral output (Broughton, 1981). In contrast to these structural models, Pascual-Leone (1983) proposes a process-analytic model viewing ego growth in the context of a set of stages of adult cognitive development which, in turn, he bases in his theory of Constructive Operators. The relationship between Basseche's concept of dialectical operations and Pascual-Leone's concept is not entirely clear. Much additional work remains to be done simply to identify the general features of post-formal thinking. (NRB)

ED 259 383 CS 209 154

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 19p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Behavior Patterns; *Business Communication; *Communication Research; *Communication Skills; Decision Making; Doctoral Dissertations; *Interpersonal Communication; Leadership Styles; Literacy Education; Needs Assessment; *Organizational Climate; *Organizational Communication; Organizational Effectiveness; Speech Communication; Training Methods

IDENTIFIERS- *Communicator Style

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 36 titles deal with a variety of topics, including the following: (1) control theory, self-focus, and behavior in organizations; (2) relationships between communicator style and supervisory performance across functional categories; (3) chief executive officer communication in the American corporate environment; (4) the informal liaison structure in social networks within organizations; (5) needs assessment practices used in supervisory training programs of selected Forbes 500 organizations; (6) identification and analysis of organizational subgroups and their perspectives on humor in the work environment; (7) the development of an instrument for measuring information gathering processes of managers; (8) quality circle intervention; (9) the effect of faculty participation in the decision making process upon perceptions of organizational climate and job satisfaction; and (10) the development of a handbook for the establishment of on-site literacy programs in business and industry. (HOD)

Labor-Management Cooperation in Public Education.
Indiana Univ., Bloomington. Center for Public Sector Labor Relations.
PUB DATE- 84
NOTE- 30p.; Funded in part by a grant from the Federal Mediation and Conciliation Service.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; Cooperative Programs; Elementary Secondary Education; *Employer Employee Relationship; Inservice Teacher Education; *Institutional Cooperation; *Intergroup Relations; *Labor Relations; Organizational Objectives; Program Development; Teacher Administrator Relationship; Teacher Morale; Unions
IDENTIFIERS- *Labor Management Cooperation

"Dialogue" is a review of labor-management cooperation in public education, whose goal is to provide teachers, administrators, school boards, and labor relations practitioners with analyses of critical issues, information about current projects, reviews of relevant literature, and a variety of special features. Each issue is generally devoted to a single theme. This first issue provides a rationale for labor-management cooperation in public education, showing how labor-management committees might augment the collective bargaining process in two areas where collective bargaining has traditionally operated alone: labor relations and economic needs. The discussion also focuses on the benefits of cooperation between labor and management to the public image of the school district. Other areas where labor-management committees can be of service include inservice education, the development of innovative programs and practices, determination of school policy, and upgrading of teacher morale. The remainder of the issue provides guidelines for establishing a labor-management committee, along with lists of advantages and barriers to labor-management cooperation and strategies for overcoming the barriers. Three books of interest are briefly reviewed at the end. (TE)

ED 259 170 CE 041 888

Robinson, Joan, Ed.; And Others
Learning Partnerships: Interdependent Learning in Adult Education.
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
REPORT NO.- ISBN-0-7749-9802-1
PUB DATE- Jul 85
NOTE- 65p.
AVAILABLE FROM- OISE Publication Sales, 252 Bloor Street, W., Toronto, Ontario M5S 1V6 ($3.00 Canadian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Programs; Annotated Bibliographies; Case Studies; Cooperative Planning; Cooperative Programs; Educational Benefits; *Educational Cooperation; Educational Strategies; Foreign Countries; *Learning Strategies; Outcomes of Education; Peer Influence; *Peer Teaching; Postsecondary Education; Training; *Training Methods
IDENTIFIERS- *Learning Partnerships; Ontario

This volume contains essays and studies dealing with learning partnerships in adult education. The introduction, written by Joan Robinson and Sharon Saberton, discusses the concept of the learning partnership, defined as a peer relationship between two people for whom the main objective is learning. The second section consists of comments of students in the Department of Adult Education of the Ontario Institute for Studies in Education (OISE) who have participated in a learning partnership and a report by Ross Keane entitled "A Case Study of a Two-Year Learning Partnership." Presented in the third section are an interview with Marge Denis, an OISE staff member who has participated in a successful learning partnership, and an essay by Virginia Griffin entitled "A Teacher's View of Learning Partnerships: or, Why Didn't I Think of It Years Ago?" Presented next are the following papers examining the use of learning partnerships in settings other than OISE: "Applying the Partnership Concept in Training Programs" by Sharon Saberton; "The Use of Learning Partnerships in a Five-Day Residential Lab" by Joan D. Conway; and "Notes on Assorted Applications of Learning Partnerships" by Virginia Griffin. Concluding the volume is an annotated bibliography. (MN)

ED 259 183 CE 041 905

What to Do Regarding Meeting Personal and Family Textile Needs.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Instructional Materials Lab.
PUB DATE- Aug 83
NOTE- 223p.; For related documents, see CE 041 900-906.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Clothing; *Clothing Instruction; Consumer Education; Curriculum Guides; Family Life Education; *Home Economics; *Homemaking Skills; *Home Management; Learning Activities; Learning Modules; Secondary Education; *Sewing Instruction; *Textiles Instruction

These materials for the curriculum area of meeting personal and family textile needs comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken us in this document is divided into three practical problems about what to do regarding: (1) physical, social, and psychological needs; (2) procurement; and (3) managing textile and clothing needs. These are further categorized into six concerns: physical needs, social and psychological needs, planning, obtaining, care and maintenance, and self and society. Each concern is divided into a number of concepts or modules. This package consists of 28 modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

ED 259 252 CG 018 353

Gorenflo, Daniel W.
Task Characteristics and Target Choice in Social Comparison.
PUB DATE- May 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Congruence (Psychology); *Evaluative Thinking; Higher Education
IDENTIFIERS- *Social Comparison; *Subjective Judgment

Festinger's (1954) theory of social comparison holds that in the absence of objective standards, people use the attitudes or judgments of similar others to determine the correctness of their own positions. More recent studies have suggested, however, that people often prefer dissimilar comparison targets. A study was undertaken to examine the effect of subjective versus objective judgments on target choice. Undergraduates (N=103), divided into groups on the basis of their perceptual judgments on a minimal groups task, were asked to review the credentials of a college applicant and predict his likelihood of success. Subjects in the objective judgment condition were told they had sufficient information to make judgments while subjects in the subjective condition were instructed to base judgments on personal opinions. Subjects were told that ingroup and outgroup members had evaluated the same applicant as they, and were asked to state their preference for comparing their judgments with ingroup and outgroup members. The manipulation of judgmental nature was found to affect subjects' comparison preferences. The results revealed a strong preference for comparison with similar others in the subjective judgment condition, and for dissimilar others in the objective judgment condition. (NRB)

Sibicky, Mark; Dovidio, John F.
Attitudes toward Counseling Clients: Subtle Stigmatization?
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Higher Education; *Labeling (of Persons); *Negative Attitudes; *Social Bias; Social Psychology; Undergraduate Students

Although attitudes toward people who have sought psychological counseling have been characterized as negative and stigmatizing, research suggests the public holds no prejudice toward the mentally ill. To examine whether the apparent decrease in negative attitudes toward people involved in psychological treatment is more superficial than real, two experiments were performed. In the first, 144 undergraduates (68 male; 76 female) recorded their impressions of a target person, who was or was not depicted as a counseling client. Involvement was manipulated by leading some subjects to believe that they would not meet the target person (low involvement) and by informing other subjects that they would have a getting acquainted conversation with the target (high involvement). Results showed that negative attitudes toward the counseling client increased as involvement increased. In the second experiment, 24 undergraduates (12 males; 12 females) were presented words as primes ("client", "student", and "house"). Each prime was twice paired with 16 test words. Results showed that subjects strongly associated socially desirable characteristics with nonclients and socially undesirable traits with clients. The findings support the hypothesis that people harbor negative attitudes toward counseling clients, yet do not readily express these sentiments. (KGB)

ED 259 323 CS 008 115

Goswami, Usha C.

Children's Use of Analogy in Learning to Read.

PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Cognitive Processes; Primary Education; Reading Instruction; *Reading Processes; *Reading Research; *Reading Strategies
IDENTIFIERS- *Analogy

Two experiments were conducted in order to determine whether children are able to make analogies in learning to read. In the first experiment, 24 children from a primary school were taught three types of word pairs--only one pair of which was analogies--and then tested. Results showed not only that children are aware that consistency of spelling predicts consistency of pronunciation in the way required for an analogy but also that they are able to apply this knowledge selectively when given conflicting information about spelling-sound sequences. In the second experiment, primary school children were given a "clue" word from which analogies could be made, and then asked to read analogous and nonanalogous test words. The subjects were tested under three different conditions with three different types of test words. If children were able to make analogies in reading without any training on the relevant orthographic sequence, they should have been better at reading the target words than the control words. This pattern of results seems to be supported. These results suggest that the ability to make analogies is not a developmental ability but a fundamental strategy in learning to read. (DF)

ED 259 338 CS 209 032

Johnson, George C.
The Press as an Institution of the Constitution: Justice Potter Stewart's Approach to the First Amendment.
PUB DATE- Aug 85
NOTE- 58p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Constitutional Law; Content Analysis; *Court Doctrine; *Court Litigation; Due Process; *Freedom of Speech; Journalism; Judges; *News Media; Philosophy
IDENTIFIERS- *Stewart (Potter); Supreme Court

In a 1974 Yale Law School address, United States Supreme Court Justice Stewart stated that the institutional press, as far as the Constitution is concerned, is autonomous and may publish what it knows and may seek to learn what it can. He also noted that the Court had rejected the Constitutional claim of a journalist's privilege not to reveal a confidential source or information to a grand jury. As a jurist, Justice Stewart was generally consistent in his opinions both before and after this address in regard to maintaining the autonomy of the press. He regularly demonstrated a sensitivity toward the role of the press in society, and often aligned himself with special privilege arguments presented by journalists, no matter how qualified the privilege might become through judicial modification. His opinions generally reflected a concern for finding a balance between societal and press interests so that freedom of the press would not be unduly impaired or compromised by governmental encroachment. Indeed, he concluded that the Constitution merely established the context in which the press is free to do battle against secrecy and deception in government. (HOD)

ED 259 353 CS 209 083

Smith, Edgar Ray
Integrating Computer Technology in Business Communication Courses:
Business Reports and Letters.
PUB DATE- Apr 84
NOTE- 5p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p299-302.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Computer Assisted Instruction; *Course Content; Higher Education; Microcomputers; *Teaching Methods; *Technical Writing; Word Processing; Writing Improvement; *Writing Instruction

The University of Tennessee has integrated computer technology into its business report and letter writing course, an 11-week course required of all business administration undergraduates. Basic principles of management and introduction to computer courses are prerequisites. Early course content emphasizes foundations of report writing, the writing of sample information reports in memo format, and a more complex report involving decision making from alternatives. The last half of the course emphasizes the writing of an analytical report in formal style involving tables, graphic figures, and interpretations. This report is usually an original project in which students participate in data collection as well as in report writing. The course consists of lecture and lab sessions during which students compose their reports on microcomputers using software that involves text processing, spreadsheets, and graphics. After completing the course, students often return to the open labs and use the computer terminals for writing other papers, a sign that they have found a valuable writing tool and that the effort to integrate computer technology into business classes has been successful. (HTH)

ED 259 368 CS 209 118

Herrmann, Andrea W.
Writing on the Computer: Marginal, Selective, and Dynamic Learners.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the UCLA Conference on Computers and Writing: New Directions in Teaching and Research (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; Classroom Observation Techniques; *Computer Assisted Instruction; English Instruction; *Equal Education; Higher Education; *Socialization; Teaching Methods; *Word Processing; Writing Improvement; *Writing Instruction; Writing Research

In a high school writing class of eight students, a computer was used as a word processor to permit close observation of students as they learned. The class was studied using ethnographic techniques: videotape, audiotape, teacher/researcher journals, student writing, and interviews. Three types of learners emerged: marginal--those who had protracted problems learning to use the word processor and who made little progress in their writing; selective--those who became proficient with word processing but who made little writing progress; and dynamic--those who were successful on both fronts. Because the class was composed of students from various grades and various tracking levels, different socialization factors were perceived as contributing to students' successes or failures. The most obvious conclusion is that the computer's presence in the classroom appears unlikely to negate the powerful influence of the differential socialization of students by social class and its effect on their success or failure in school. Among other options for promoting educational equity, teachers must design and implement specific modifications in their pedagogical approaches to find those most likely to work with the range of students in their classrooms. (DF)

ED 259 399 CS 209 201

Nelson, Charles W.
Emphasizing Professionalism: An Assignment in Business Writing.
PUB DATE- May 83
NOTE- 10p.; Paper presented at the Annual Meeting of the International Technical Communications Conference (St. Louis, MO, May 1-4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; *Class Activities; Communication Problems; *Communication Skills; *Education Work Relationship; Higher Education; Interviews; Job Skills; Student Needs; *Writing Instruction; *Writing Skills

To introduce students to the actual environment in which professional level communication takes place early in the term of a business writing course, students are asked what they believe to be the major communication difficulties faced by business people in their everyday routines. The responses are listed and then compared with actual instances submitted by local business people. The discussion in class focuses on the best solutions to these difficulties and the easiest ways of approaching them. Next, students are asked to choose a firm in the area of their chosen field and to arrange with a member of the firm for an interview. Questions focus on the place business communications has in that particular firm and other firms of its type and the duties, assignments, or skills the student in that field should strive to achieve in college. The last part of the class project requires students to transcribe the information gathered during their conferences and to write a coherent report such as they might have to submit in an actual job situation. By the time most students have finished reporting the results of their interviews, they admit to being surprised at how much time business people spend in communicating with others and how many varieties of communicative skills are needed. (HOD)

Richardson, Larry S.
The Committee on International Discussion and Debate and Its Future Contributions to U. S. Forensics.
PUB DATE- 4 Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Debate; Foreign Countries; Higher Education; *International Educational Exchange; Persuasive Discourse; *Professional Associations; *Speech Communication; *Student Exchange Programs

The Committee on International Discussion and Debate (CIDD) and its contributions toward establishing a tradition of international team appearances in public debates are discussed in this paper. A brief history of the origin and development of the exchange debates is given. Highlights of Scott Noble's report to the Speech Communication Association Legislative Council of Activities in the 1983-1984 period are cited, and several personal observations based on a two-year tenure with the committee are offered. The remaining sections of the paper explore promoting diversity in collegiate forensic programs, adding to the present level of CIDD activity, and developing alternative formats for debates with other countries. The paper concludes with four generalizations about CIDD: CIDD should (1) continue with the goal of helping to diversify student experience, (2) continue the exchange program with other countries, (3) explore the means to increase its level of activity, and (4) explore development of alternative formats. (DF)

ED 259 086 CE 041 058

Yancey, Doris

Some Questions to Consider in Contract Training Programs Conducted under JTPA.

PUB DATE- Oct 84

NOTE- 9p.; Paper presented at the Annual Convention of the Association of Independent Colleges and Schools (72nd, Maui, HI, October 14-17, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Contracts; *Employment Programs; *Federal Legislation; Federal Programs; *Guidelines; *Job Training

IDENTIFIERS- *Job Training Partnership Act 1982

Provisions of the Job Training Partnership Act (JTPA) and differences between it and previous manpower training acts present questions for potential training institutions. Suggested ways of dealing with these questions are discussed. The first question concerns steps to become a contractor of training programs under JTPA. These include (1) identifying the school's service delivery area (SDA) staff office, (2) calling that office and determining procedures for adding one's school to the "bidders list," and (3) obtaining sample requests for proposals and completion guidelines. The second question addresses advantages and disadvantages of government contract training under JTPA from the school operator's perspective. Two major advantages are that these programs provide a broader mix or variety of sources for student tuition and they serve to offset overhead costs. Disadvantages include unpredictability of periods between awarding of contracts and tendency to establish unrealistic or unattainable goals. The third question concerns strategies schools can follow to contract successful training programs under JTPA, including thorough familiarity with SDA guidelines and goals concerning target career areas, development of a rapport with SDA staff, submission of a bid for services the school can successfully provide, avoidance of situations that put the operation in a "peak and valley" pattern, and inclusion in the bid of full direct costs with a reasonable overhead offset. (YLB)

ED 259 101 CE 041 432

Mrowicki, Linda G.
Basic ESL Literacy for the Non-Literate Student. NAAESC Occasional Papers, Volume 2, Number 1.
Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.
PUB DATE- Oct 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Literacy; *Audiolingual Methods; Course Content; *English (Second Language); Functional Literacy; *Functional Reading; Illiteracy; *Literacy Education; *Second Language Instruction; Sight Method; Teaching Methods

Any discussion of English as a Second Language (ESL) literacy should address three critical areas: who the learners are, what is to be taught, and how the literacy skills are to be taught. Three distinct groups of students can be classified as "non-literate" in their own language: pre-literates, illiterates, and semi-literates. Two approaches are commonly used to define the content of a literacy class. With the audiolingual approach, the purpose of the ESL literacy/reading practice is to teach students to read all the English they already know orally. The purpose of the functional approach is to teach students to read the language they need to comprehend written language. An ESL teacher can use three activities to determine essential language: observe the community, ask students, and ask intermediate and advanced students. The sight word approach has proved the most successful teaching method in the literacy class. An effective literacy lesson using this approach consists of six steps: teach the language orally, introduce the written form, provide clues for students to remember the words, have students demonstrate word recognition, have students demonstrate comprehension of written words, and assign students a task in which they "read" the words in a real situation. (YLB)

ED 259 127 CE 041 749

Installation, Operation, and Operator's Maintenance of Diesel-Engine-Driven Generator Sets.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-11.19c

PUB DATE- 84

NOTE- 95p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Construction Costs; Correspondence Study; Cost Estimates; *Diesel Engines; Electrical Occupations; Electrical Systems; *Equipment Maintenance; *Equipment Utilization; First Aid; Independent Study; Mechanical Equipment; Military Personnel; *Military Training; Postsecondary Education; *Power Technology; Safety; Safety Equipment; *Trade and Industrial Education

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, contains three study units dealing with the skills needed by individuals responsible for the installation, operation, and maintenance of diesel engine-driven generator sets. The first two units cover installing, operating, maintaining, and keeping maintenance records concerning 700 series and Department of Defense series generators. The third unit is devoted to safety precautions and first aid treatment. Each unit contains a general objective, a series of work units each addressing a different subobjective, study questions, and answers to the study questions. (MN)

ED 259 156 CE 041 845

Agriculture. Sheep Livestock.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 177p.; For related documents, see CE 041 843-847.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Animal Husbandry; Curriculum Guides; Evaluation Criteria; Job Search Methods; *Job Skills; Leadership Training; Learning Activities; Livestock; Occupational Information; Secondary Education; Student Organizations; *Vocational Education
IDENTIFIERS- Future Farmers of America; *Sheep

This task-based curriculum guide for agricultural production, specifically for sheep, is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a task sheet for developing leadership skills, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by eight duties: caring for sheep, breeding sheep, feeding sheep, maintaining sheep health, maintaining sheep facilities, marketing sheep, showing sheep, and using employability skills. Other contents include student and class achievement records and tool/equipment lists. (YLB)

ED 259 197 CE 041 925

Champagne, Delight E.
Counseling the Adult Basic Education Student.
Connecticut Adult Education Staff Development Center, Farmington.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *Adult Students; Client Characteristics (Human Services); *Counseling Techniques; *Counselor Client Relationship; Guidelines; Listening Skills; Models; Problem Solving; Program Development; Referral; *Student Characteristics; Student Evaluation; *Student Needs; Teacher Student Relationship
IDENTIFIERS- 310 Project

This guide is designed for use by counselors and teachers working with adult basic education (ABE) students. Discussed first is the importance of viewing adult learners as clients. The unique characteristics of the ABE student are examined. Presented next is an adult counseling model that includes the following program participation phases: initial inquiry and intake, assessment and diagnosis, placement, program participation, termination, and followup. Concluding the guide is a section dealing with the special skills of listening and responding, goal-setting and problem-solving, program-planning and group-counseling, assessment and diagnosis, and consultation and referral needed by practitioners working with ABE students. (MN)

ED 259 211 CE 041 953

Naylor, Michele

Adult Development: Implications for Adult Education. Overview. ERIC Digest No. 41.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 3p.

CONTRACT- 400-84-0004

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Adult Counseling; *Adult Development; Adult Education; *Adult Programs; Adults; Andragogy; Behavior Theories; Comparative Analysis; Counseling Techniques; *Developmental Stages; Educational Research; *Educational Strategies; Educational Theories; Literature Reviews; Models; Postsecondary Education; Program Administration; Program Development; Psychological Studies; *Research Utilization; Teaching Methods

Various researchers, including Carl Jung, Charlotte Buhler, Erik Erikson, and Robert Havighurst, have formulated sequential models of adult development. More recent investigators, such as Daniel Levinson, Roger Gould, and Gail Sheehy have formulated age-related sequential models of adult development that view the various stages of adulthood in terms of different strategies toward perceiving and coping with reality. In addition, several theorists have postulated models of adult development with a special focus (for example, Jane Loevinger's concentration on stages of ego development, William Perry's scheme of intellectual development, Lawrence Kohlberg's notion of the interconnection between levels of moral and intellectual development, and James Fowler's theory of faith development). Many of the findings of such research and examination of human development have important implications for adult educational programming. Many aspects of these models, particularly Knowles' theory of andragogy, can be applied by practitioners involved in developing and administering adult education programs or in teaching or counseling adult students. (MN)

ED 259 224 CE 042 007

Coldeway, Dan O.

Exploring the Effects of Peer Tutoring in Distance Education. REDEAL Research Report #3. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).

SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.

PUB DATE- Oct 80

NOTE- 30p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-011.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Adult Education; *Distance Education; Foreign Countries; Higher Education; Motivation; *Peer Teaching; Teacher Attitudes; *Tutoring; *Tutors

IDENTIFIERS- Alberta

A preliminary investigation was conducted into the possible use of peer tutoring in the distance education environment at Athabasca University. In a pilot study a single peer tutor was assigned tutoring duties in English 210 (Introduction to Literary Forms and Techniques) for a six-month period. Ten new students starting classes in October were randomly assigned to the tutor. The performance levels were not found to be significantly different between the peer tutor learners and other learners. Nor did the performance of the peer tutor differ significantly from that of other tutors. Of considerable interest were the negative reactions of staff to even an investigation of peer tutoring. Staff feared replacement of regular tutoring by peer tutoring would be viewed as nonprofessional and discredit the university. Some tutors felt the university was unappreciative of their contributions. Two concerns with peer tutoring in distance education were its connection in the literature with the Personalized System of Instruction and lack of evidence that tutoring is effective. Questions regarding the importance and role of tutoring in distance education seemed to supercede the need to investigate alternative methods for providing tutoring services. (YLB)

ED 259 238 CG 018 339

Hartman, E. Alan; Perlman, Baron

Career Plateaus of Public Sector Managers.

PUB DATE- 25 Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Administrators; Careers; Mental Health Programs; *Occupational Mobility; Psychological Patterns; *Tenure
IDENTIFIERS- *Career Plateaus

It is important that research on plateaued managers differentiate psychological and tenure plateauing. A study was conducted which employed the combination of a psychological variable and tenure on the job to define plateaued and nonplateaued managers. It was proposed that being plateaued implies not only being in a job for a long time, but also perceiving that few opportunities exist in the organization. This two-component definition of plateaued was used to identify four groups of managers: (1) those psychologically and organizationally plateaued; (2) those psychologically plateaued but not organizationally identified as plateaued; (3) those organizationally identified as plateaued but not psychologically plateaued; and (4) those neither psychologically nor organizationally plateaued. Managers from 109 mental health agencies provided data on psychological climate, personality, work history, work and nonwork satisfaction, and career decision making. The results indicated that being psychologically plateaued had a greater effect on several variables. Psychologically plateaued managers were alienated from both work and the community and were found to be more sensitive than their non-plateaued counterparts to role variables. (Author/NRB)

ED 259 309 CS 008 091

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 9p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Academic Achievement; Adult Education; Annotated Bibliographies; *Cognitive Processes; College English; Doctoral Dissertations; Higher Education; Language Processing; Older Adults; Reader Response; Reading Achievement; Reading Comprehension; Reading Habits; *Reading Instruction; Reading Programs; *Reading Research; *Reading Skills; *Reading Strategies; Sentence Structure; Spelling; *Study Skills; Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) conceptualization of main idea by special admission college freshmen; (2) the interactive effects of field dependence and adjunct questions on learning from prose; (3) an art based program for improving reading skills; (4) the effect of sentence faults on the reading behaviors of college freshman readers; (5) reading grade level attainment as a result of attending Navy academic remedial training; (6) the relation of preadmission achievement measures and participation in a reading treatment course on improving initial college academic achievement; (7) locus of control and reading achievement; (8) understanding visual illiteracy; (8) study strategies used by college students; (9) spelling strategies used by college students; (10) spelling as a correlate of reading ability in underprepared college freshmen; (11) the reading and televiewing habits and interests of the elderly; (12) and the effects of a summarizer, a form of systematic review, on comprehension.(EL)

ED 259 430 EA 017 711

Crain, Robert L.

Private Schools and Black-White Segregation: Evidence from Two Big Cities.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-P/NP-1
PUB DATE- Oct 84
NOTE- 46p.; Paper prepared for the Conference Comparing Public and Private Schools (October 25-26, 1984).
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Education; Black Students; *Catholic Schools; *Classroom Desegregation; *Educational Research; Elementary Secondary Education; Hispanic Americans; Neighborhood Schools; *Private Schools; Racial Integration; School Districts; *School Segregation; Tax Credits; Tuition; Urban Schools; White Students
IDENTIFIERS- Illinois (Chicago); Ohio (Cuyahoga County); *Public and Private Schools (Coleman et al)

The public controversy surrounding recent government proposals for supporting private schools through tuition tax credits has prompted an interest in studying the impact of private schooling on racial segregation in education. This report examines the degree of black-white segregation in the Catholic schools in the Chicago and Cleveland metropolitan areas with a view to finding out whether the Catholic schools do or do not promote racial segregation. Elementary schools were found to be highly segregated, but Catholic high schools were less segregated than the public high schools were when traditional nearest-school student assignments were used. The accounting model used in the Coleman, Hoffer, and Kilgore study of the issue was analyzed, and after an examination of both sides of the argument, it is tentatively concluded that the accounting model researchers were overly optimistic and that the data from the present study gives little reason to believe with them that the impact of the private schools is simply benign. At the same time there is insufficient data to support what may be the more likely conclusion: namely, that private schools further school segregation under certain conditions and encourage integration under others. (AA)

Streatfield, David; Taylor, Sue
EMIE Final Report and Appendices.
Education Management Information Exchange, Slough (England).
SPONS. AGENCY- Department of Education and Science, London (England).; National Foundation for Educational Research in England and Wales, London.
PUB DATE- 84
NOTE- 220p.; Also sponsored by the Society of Education Officers and the Welsh Office.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Educational Administration; Foreign Countries; *Management Information Systems; School Districts
IDENTIFIERS- *Education Management Information Exchange; England; Wales

The Education Management Information Exchange (EMIE) provides selected information on educational management to the professional staffs of local education agencies in England and Wales. The range of services provided by EMIE was developed by examining the needs of local agencies, planning ways of meeting those needs, and testing the resulting services with local agency cooperation. Notable characteristics of EMIE include the selectivity of its computerized information collection, its focus on policy and practice, and its stress on providing access to and obtaining information, in addition to printed and other materials, from key contact people in local agencies. Five methods are used to provide information to service clients: abstracts bulletins, responses to individual inquiries, occasional papers on critical themes, briefing papers and newsletters prepared on request, and papers and listings on popular inquiry topics. The first part of this report describes EMIE and its growth since 1981 and discusses and makes recommendations regarding the various services it offers. The second part reviews EMIE's other activities, including its fostering of professional involvement in its own activities, its relationship with the Society of Education Officers and other agencies, its funding, its public relations efforts, and its governance. (PGD)

ED 259 460 EA 017 923

Coker, Homer
A Study of the Correlation between Principals' Ratings of Teacher Effectiveness and Pupil Growth.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 41p.
GRANT- NIE-G-82-0029
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Achievement Rating; *Administrator Attitudes; *Correlation; Elementary Secondary Education; Opinions; *Principals; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Evaluation; Validity
IDENTIFIERS- Georgia; Teacher Performance Assessment Instrument

This study was undertaken to assess the accuracy of principals' judgments of the effectiveness of the teachers they supervise. Each of 46 principals was asked to fill out a brief form judging the overall effectiveness of each of the teachers in his or her school. The form asked how effective the teacher was in performing three roles: (1) promoting academic goals, (2) promoting affective goals, and (3) performing other professional functions. Each principal's judgments of teachers of a single grade were intercorrelated with expected achievement gains of pupils of high, average, and low ability in the teachers' classes. Analytical procedures similar to those used in "meta-analyses" were used to examine the resulting large set of correlations. Findings revealed that the relationship between principals' judgments of teacher effectiveness and pupils' gains on achievement tests is very low. The factor most closely related to the magnitude of the correlation between principals' judgments and pupils' gains was the grade taught by the teachers rated. Other factors tested that were found not to be significantly related to the size of the correlations were pupil ability, subject taught, teacher role judged, and interactions between and among these factors. Tables and notes are included.(TE)

ED 259 474 EA 017 952

Reduction in Force. and Teacher Burnout.

Indiana Univ., Bloomington. Center for Public Sector Labor Relations.

PUB DATE- 84
NOTE- 25p.; Funded in part by a grant from the Federal Mediation and Conciliation Service.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collective Bargaining; Early Retirement; Elementary Secondary Education; *Employer Employee Relationship; Labor Utilization; *Personnel Policy; *Reduction in Force; Retrenchment; Teacher Administrator Relationship; *Teacher Burnout; Teacher Dismissal; *Teacher Morale; Teacher Motivation; Teaching Conditions

"Dialogue" is a review of labor-management cooperation in public education, whose goal is to provide teachers, administrators, school boards, and labor relations practitioners with analyses of critical issues, information about current projects, reviews of relevant literature, and a variety of special features. Each issue is generally devoted to a single theme. This issue provides discussions of reduction in force (RIF) and teacher burnout. The first analysis begins by listing methods by which schools can best cope with RIF, but then focuses primarily on alternatives. These include early retirement, reduction of part-time help, job sharing, leaves of absence, giveback negotiations, and temporary layoffs. The subsequent discussion of teacher burnout provides a set of proposals for alleviating teacher stress. These include the following: (1) a program to help teachers generate special projects for sabbatical leaves; (2) self-help groups for teachers; and (3) stress management workshops. Footnotes are included for both essays. (TE)

ED 259 113 CE 041 635

Job Training Partnership Act: The Business/Government Partnership that Works.

National Alliance of Business, Inc., Washington, D.C.

PUB DATE- 85
NOTE- 35p.; For a related document, see CE 041 636.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Business; Cooperative Programs; *Disadvantaged; *Dislocated Workers; Economically Disadvantaged; *Employment Programs; *Federal Legislation; Federal Programs; *Job Training; Labor Needs; Unemployment
IDENTIFIERS- Corporate Support; *Government Industry Relationship; *Job Training Partnership Act 1982

This booklet answers many questions an employer may have about the job training partnership, how it can help the employer and his/her company, and what specific action steps the employer can take now to become involved. The first section describes the Job Training Partnership Act (JTPA). Section 2 presents findings of a survey of service delivery areas operating programs under the JTPA and of chairpersons of private industry councils. Findings concerning the status of JTPA after its transition year are listed. Challenges and steps that business can take to meet them are also discussed. Section 3 answers 14 basic questions about JTPA. Section 4 suggests possible actions a business can consider to support and participate in local job training programs. In section 5 hiring and training needs that can be met by JTPA are listed. Section 6 summarizes resources and assistance that can be provided to private employers by the National Alliance of Business. These include training and consulting services, conferences and seminars, employment and training publications, communications resources, and regional service offices. The final section lists private industry councils alphabetically by state and locality. Names and telephone numbers are provided. (YLB)

ED 259 143 CE 041 818

Applying the Academics: A Task for Vocational Education.

Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.
PUB DATE- Jun 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Credits; Educational Planning; *Educational Policy; Educational Research; *Graduation Requirements; High Schools; *Integrated Curriculum; Mathematics Instruction; Required Courses; Research Needs; Research Projects; Science Instruction; State Action; *State Departments of Education; State School District Relationship; State Standards; Statewide Planning; *Vocational Education

This survey was conducted to determine how state education agencies were addressing the issue of mathematics, science, and vocational education. Questions concerned (1) the current state of their vocational programs in relation to increased emphasis on mathematics and science for high school students; (2) presence or absence of a state policy that allows vocational education credit in lieu of or in cooperation with science or mathematics; and (3) development of related materials. All 41 respondents reported concern about the impact of increased basic skills requirements on vocational education enrollment, and 27 of the states responding were involved in major curriculum projects to assess the extent of "basic skills content" included or to be included in vocational education courses. Eleven states indicated that they had a policy that allowed vocational credit to be counted in lieu of science or mathematics. Sixteen states gave local school districts jurisdiction over course approval, while only three states prohibit such credit in lieu of a basic skills course. Vocational courses reported as appropriate in lieu of a basic skills course (provided such courses met state requirements for substitution) were representative of all vocational areas. The activity reported most often by states was piloting of a "Principles of Technology" course. Secondly, states were involved in a variety of projects to determine the extent to which mathematics and/or science content was present in current vocational programs, and an assessment of essential content to include. Research efforts were reported in the areas of improvements in vocational education, identification of courses that would fulfill graduation requirements in mathematics or science, and in formulating policies for granting such credit. (The report includes summaries of responses from each state.) (KC)

ED 259 281 CG 018 382

Drew, Benjamin; Waters, Judith
Video Games: Utilization of a Novel Strategy to Improve Perceptual-Motor Skills in the Non-Institutionalized Elderly.
SPONS. AGENCY- Fairleigh Dickinson Univ., Rutherford, N.J.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Eye Hand Coordination; *Older Adults; *Perceptual Motor Learning; *Skill Development; Tactual Visual Tests; Training Methods
IDENTIFIERS- *Video Games

One of the most serious problems associated with aging concerns the decline in perceptual-motor skills, due to illness and/or lack of use based on poor motivation. Investigations of training programs to improve hand-eye coordination have yielded mixed results. A study was conducted to examine the effects of a training program to improve hand-eye coordination using an arcade video game with noninstitutionalized older men (N=2) and women (N=9). A limited control group of one man and one woman was included. All subjects completed a battery of instruments which included the Wechsler Adult Intelligence Scale-Revised (WAIS-R), the Rotary Pursuit, the Purdue Pegboard, and the Senior Level of Functioning Test. For 2 months experimental subjects participated in twice weekly training sessions on the Atari video game "Crystal Castles." Following the training period, all subjects completed posttests of the original battery of instruments. The results indicated that the experimental group demonstrated significant improvement in scores on the video game, the Rotary Pursuit, and the Purdue Pegboard. The experimental group's improvement on the WAIS-R full scale and the Verbal and Performance subtests also proved significant. Neither control subject showed improvements on any of the measures. In addition, experimental subjects reported improved coordination, better driving habits, and fewer minor mishaps at home. (NRB)

ED 259 295 CG 018 396

Jensen, Arthur R.
The Plasticity of "Intelligence" at Different Levels of Analysis.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; Aptitude; Children; *Cognitive Processes; Gifted; *Improvement; Intellectual Development; *Intelligence; *Intelligence Quotient; Psychometrics

The degree to which human intelligence can be improved by psychological and educational means will depend largely upon the level of analysis accepted as representing intelligence. Training and structured learning can enhance achievement in the form of knowledge and skills. Traditional Intelligence Tests (IQ) are fairly broad samples of achievement, yet persons differ widely in achievement when their opportunity and motivation for achievement are similar. Such variation implies that something more than the quantity and quality of experiential input is involved in human variation in ability. Future attempts to improve children's intelligence will probably be directed at a different class of psychological variables than those now thought of as intellectual achievement. Current information processing models of intelligence view a number of elementary cognitive processes (ECP) and metaprocesses (MP) as the basic underpinning's of intellectual achievement. The various ECP's are correlated through their sharing of common physiological processes. Different sets of elementary processes can be utilized by a given meta process. Both processes and metaprocesses enter into performance on complex psychometric tests. Most of the present attempts at training up intelligence have their greatest observable effects at the level of specific psychometric tests. Academically gifted children differ from their more average age-mates not only at the level of academic knowledge and high-level scholastic skills, but in speed and efficiency at the level of the most elementary cognitive processes. At the practical level, where financial and educational resources are limited, selection rather than training will more quickly and efficiently increase the amount of manifest talent from a population. (KGB)

ED 259 354 CS 209 084

Peterson, Robert J.
Brain-Flow Writing.
PUB DATE- Apr 84
NOTE- 11p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p305-314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Cognitive Processes; Learning Activities; Neurological Organization; Relaxation Training; *Technical Writing; *Writing Apprehension; *Writing Exercises; *Writing Improvement; *Writing Processes
IDENTIFIERS- *Brain Flow Writing Technique; Brainstorming; Free Writing

The brain-flow writing technique, which might also be called the "fast flow" technique, offers a particularly useful means of helping adults overcome writer's block. It also offers some bonuses in the form of enhanced creativity, improved thought-flow, and much faster writing output. There are six steps to brain-flow writing. In the first, or fact-gathering stage, the writer can use a "thinking tree" to record topics and related "branches" the writer plans to deal with in a paper. In the second stage, the writer prepares his or her mind for writing using physical and mental relaxation techniques. In the third stage, the writer reviews the facts by rereading the "thinking tree," deciding what the paper is to accomplish, and who the paper's audience will be. In the fourth stage, the writer leaves the task to engage in some other activity, a step that allows the less dominant right hemisphere of the brain to help in the writer's thinking. In the fifth stage, the writer concentrates on writing, with no holds barred, as quickly as he or she can. In the sixth and final stage, the writer reviews what he or she has written to correct grammar, punctuation, and consistency of style. Writers using this technique may be surprised to discover how little polishing such writing requires. (HTH)

ED 259 369 CS 209 122

Schweitzer, John C.
How Academics and Practitioners Rate Academic Research.
PUB DATE- Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Information Utilization; Journalism; Reading Habits; *Research Utilization; *Scholarly Journals; User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Theory Practice Relationship

A five-page questionnaire was mailed to 709 persons on the subscriber list of the "Newspaper Research Journal" to determine if a problem existed between academic journalism researchers and practitioner consumers of the research. The questionnaire was constructed to measure the usefulness of various sources of information to the respondents, their frequency of reading several specific academic and professional or trade publications, how much of the various academic journals they read, and the usefulness of the articles in the journals they read. Results showed that more academics reported academic journals as being very useful to them than did practitioners. Surprisingly, both academics and practitioners concentrated their reading in the same academic journals. While a majority of the practitioners reported reading at least some of the articles in the academic journals they looked into, fully a third of the editors, more than any other group of practitioners, reported reading most of the articles in the journals they read. Both groups stated they would like to see more practical, problem oriented research reported in the academic journals. (HOD)

ED 259 384 CS 209 155

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 13p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Comparative Analysis; Content Analysis; Doctoral Dissertations; Foreign Countries; Freedom of Speech; Global Approach; *Journalism; Journalism Education; *Media Research; New Journalism; *News Media; *Newspapers; *News Reporting; Periodicals; *Press Opinion; Secondary Education; Social Problems; World Affairs

IDENTIFIERS- *Journalism History; Media Role

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: (1) Kansas scholastic newspaper content and management practices in a First Amendment context; (2) a historical analysis of new journalism; (3) how North Carolina's major newspapers covered their state university's desegregation controversy; (4) coverage of the Arab world and Israel in American news magazines between 1975 and 1981; (5) factors associated with the selection of stories from an international religion news service by daily newspapers; (6) global news flow issues; (7) the attitudes of news directors toward the fairness doctrine; (8) the agenda setting effect of crime news on prosecutors; (9) some effects of the repetition of environmental news stories; (10) the derived image of the supermarket tabloid; (11) negativism as a news selection predictor; (12) the "New York Times," U. S. foreign policy, and the Iranian revolution; (13) an analysis of newspaper coverage of the disaster at Love Canal; and (14) the social construction of journalistic reality. (HOD)

ED 259 416 CS 504 987

Larson, Suzanne; Vreeland, Amy L.
Women's Speech/Men's Speech: Does Forensic Training Make a Difference?
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; *Debate; Discourse Analysis; Females; Higher Education; Interpersonal Communication; *Language Patterns; *Language Styles; *Language Usage; Males; *Sex Differences; Speech Communication
IDENTIFIERS- Conversation; *Conversation Theory; Debate Format

A study of cross examination speeches of males and females was conducted to determine gender differences in intercollegiate debate. The theory base for gender differences in speech is closely tied to the analysis of dyadic conversation. It is based on the belief that women are less forceful and dominant in cross examination, and will exhibit behavior that is more tentative and less in control. It was hypothesized that women would use more open questions, fewer closed or leading questions, and more tag questions than men. The cross examination periods of 10 Cross Examination Debate Association debates were tape recorded and coded for types of questions and interruptions. The results indicated that men did interrupt more than women during a cross examination period of a debate, and they tended to interrupt women more than men. Women used more open questions than did men, but the hypothesis that men would use more closed or leading questions was not confirmed. In a differences of means test the hypothesis that women use more tag questions was not confirmed. However, in a comparison of both means and percentages, females were found to use nearly twice as many tag questions as the males. (HTH)

ED 259 171 CE 041 889

Hendrix, Laborn J.
Fundamentals of Carpentry. Instructo. Edition.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 986p.
AVAILABLE FROM- Associated General Contractors, 1957 E Street, NW, Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Carpentry; Classroom Techniques; *Competency Based Education; *Construction (Process); Economics Education; Equipment; First Aid; Hand Tools; *Job Skills; Learning Activities; Learning Modules; Mathematical Applications; Safety; Secondary Education; Small Businesses; State Curriculum Guides; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Oklahoma; Power Tools

This curriculum guide, one of a series of trade and industrial education teaching guides, was developed in Oklahoma by carpenters and vocational educators to assist the teaching of carpentry skills. Instructional material in the manual is written in terms of student performance, using measurable behavioral objectives. The manual contains 4 sections organized in 14 instructional units. They are designed in a standard format that includes eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction. Units of instruction are designed for use in more than one class period. Units cover the following subjects: (1) introduction--the free enterprise system, America's infrastructure, starting a business, industry orientation, and safety and basic first aid; (2) fundamentals of construction--basic mathematics, measuring, plan reading, and lumber; (3) tools--hand tools, power tools, and miscellaneous equipment; and (4) site--builder's level and transit, and site layout. (KC)

ED 259 184   CE 041 906

What to Do Regarding Nurturing Human Development.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Instructional Materials Lab.

PUB DATE- Aug 83

NOTE- 678p.; For related documents, see CE 041 900-905.

LANGUAGE- English

EDRS Price - MF04/PC28 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Child Rearing; Consumer Education; Curriculum Guides; Family Life; *Family Life Education; Family Relationship; *Home Economics; *Homemaking Skills; Home Management; *Individual Development; *Interpersonal Relationship; Learning Activities; Learning Modules; Marriage; One Parent Family; Parent Child Relationship; Parenthood Education; Secondary Education; Self Concept

These materials for the curriculum area of nurturing human development comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken up in this document is divided into four practical problems about what to do regarding: (1) self formation; (2) interpersonal relationships; (3) family relationships; and (4) parenting. These are further categorized into 12 concerns: self-identity in adolescence, life span development, peer relationships, interaction with communities and society, family relationships (single person family, marriage), parenting, welfare of child, family/child relationships, and society. Each concern is divided into a number of concepts or modules. This package consists of 76 modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concept). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

ED 259 198 CE 041 926

Smith, Beverly J.; Carl, Linda S.

Formation of the Literacy Coalition of Harrisburg, Pennsylvania. A "How-to" Guide for Small Urban Communities. Developed July 1, 1984-June 30, 1985.

Catholic Social Services, Harrisburg, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 85
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Adult Programs; *Agency Cooperation; *Illiteracy; *Literacy Education; Program Development; Program Implementation; *Publicity; *Referral; Social Agencies
IDENTIFIERS- 310 Project; *Coalitions; Pennsylvania (Harrisburg)

This report describes the formation of the Literacy Coalition of Harrisburg, which sought to allow for the pooling of resources, elimination of service duplication, and establishment of a referral system. Chapter I focuses on activities prior to submitting a grant proposal and includes correspondence. Chapter II covers writing and submitting the grant proposal. Chapter III outlines design of the coalition, including establishing operational ground rules, coalition members, detailed information on their agencies and groups, establishing a system of referrals, getting the word out to the social service community, delegating responsibilities within the coalition, and training the advisory council to manage the coalition and plan for the future. Sample forms are provided. Chapter IV describes the various public relations activities in detail: mass mailings to social service groups, speaking engagements and displays, brochure, getting the business community involved, newsletter, and mayor's press conference on literacy and other press coverage. Copies, examples, or samples are provided. Chapter V contains a summary of perceived accomplishments and problems and recommendations for avoiding problems, followed by evaluations by coalition members. Appendixes include literature from the Business Council for Effective Literacy, Inc., and selected literature on forming a literacy group. (YLB)

ED 259 253 CG 018 354

Levitt-Merin, Marta; Sutter, Sharon Kingdon

Hawaii Demonstration Project to Avert Unintended Teenage Pregnancy: 1978-1982. Final Report. Executive Summary.

Hawaii State Dept. of Health, Honolulu.

PUB DATE- Mar 83
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Family Planning; *Pregnancy; *Prevention; *Program Development; Program Evaluation
IDENTIFIERS- *Hawaii

This final report provides a descriptive overview of three approaches which the Hawaii Demonstration Project initiated to reduce unintended teenage pregnancies. Project evaluation findings are summarized; both qualitative and quantitative data are presented for a comprehensive picture of the project and its input. Project limitations and successes are discussed. Historical and demographic perspectives on the incidence of teenage pregnancy and services available in Hawaii are provided, and the organization of the project is described. Descriptions of the three individual projects are drawn from the final reports of project coordinators. The projects described are: (1) a hospital-based project at Kapiolani-Children's Medical Center, which investigated how to reduce teenage pregnancies through counseling and educational intervention in the setting of a major obstetrics and gynecology hospital; (2) a community-based network approach on Kauai, which involved the planning, monitoring and evaluating of innovative preventive programs; and (3) a project coordinated with the Hawaii State Department of Education Windward School District, which developed and tested Family Life Education Supplements K-12 for integration into school health curricula. The Central Support Unit and its functions and activities are discussed. Overall project findings are presented which relate to characteristics of pregnant teenagers, networking, and reducing adolescent pregnancy. Recommendations are included for future program planning strategies. (NRB)

ED 259 267 CG 018 368

The Best Prevention: Model Alcohol and Drug Education Program. NHTSA Prevention Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-806-542
PUB DATE- Sep 84
NOTE- 350p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; *Community Programs; Curriculum Guides; *Demonstration Programs; *Drug Education; Elementary Secondary Education; Instructional Materials; Intervention; Parent Education; *Prevention; Program Descriptions; *School Activities; School Policy; Teacher Education; Traffic Safety

This guide was created for school administrators, parents, teachers, and community groups interested in developing effective alcohol and drug abuse prevention programs for elementary and secondary schools. A comprehensive approach to school-based alcohol and drug prevention is described and various prevention activities which have been selected by the National Highway Traffic Safety Administration are related to highway safety issues. Each of the five chapters of this guide focuses on a different but related approach to alcohol and drug education. Classroom education and teacher training are discussed in Chapter 1, which contains curricula and related materials for a basic alcohol and drug education program, "Here's Looking at You Two," and for drinking and driving programs which can be used in conjunction with ongoing highway safety/driver education programs. The need for parent education is addressed in Chapter 2, which describes methods by which parents can support and reinforce the effectiveness of classroom alcohol and drug education. "The Family Interaction Program" is highlighted in this section, with a discussion of program goals, special features, and activities. Community approaches are described in Chapter 3, including the Sumner Tobacco and Alcohol Risk Reduction Project (STARR) of Pierce County, Washington and a variety of programs designed to involve community organizations and institutions in school-based prevention efforts. In Chapter 4 two types of early intervention approaches for students with alcohol or drug problems are described, the Natural Helpers Program" and "The Student Assistance Program." The need for realistic school policies regarding alcohol and drug use is stressed in Chapter 5 and guidelines for policy development are provided. Sample materials and forms from each of the model prevention programs are included in a colored resource pages section at the end of each chapter. (NRB)

ED 259 324 CS 008 116

Woodley, John W.

Retrospective Miscue Analysis as a Tool in Teacher Preparation in Reading.

PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Language Processing; Learning Activities; *Miscue Analysis; *Preservice Teacher Education; *Reading Diagnosis; Reading Instruction; Reading Processes; *Reading Teachers; *Teaching Methods
IDENTIFIERS- *Retrospective Miscue Analysis

Retrospective Miscue Analysis (RMA) is a curriculum tool for use in the preservice preparation of reading teachers. The questioning procedure in RMA is designed to encourage consideration of reading as a meaning-getting process rather than as a process of seeking accuracy or perfection. The technique, which involves the teachers in analyzing a reader's miscues (differences between what is in the text and what is actually read), is based on three underlying assumptions: (1) miscues are a natural part of reading, (2) all readers make miscues, and (3) reading is a single process, whether it is done orally or silently. The RMA procedure involves taperecording a passage to be read aloud by a child, which is then analyzed. Working in small groups during analysis, preservice teachers stop the tape whenever any one of them identifies a miscue. The group attempts to answer a series of questions regarding each miscue. These questions encourage the preservice teachers to focus on the reader's attempts to arrive at meaning and on the reader's sense of language while reading. (Information on obtaining a diskette with an Apple computer adaptation of this technique is included.) (HTH)

ED 259 339 CS 209 034

Tamborini, Ron; And Others

Category Accessibility and Recall Accuracy: The Impact of Exposure to Mass Media in Witness Recall Situations.

PUB DATE- Aug 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Encoding (Psychology); Higher Education; *Information Processing; *Information Retrieval; Mass Media; *Media Research; Memory; Models; Perception; Psychological Studies; *Recall (Psychology); *Recognition (Psychology); Retention (Psychology); Student Attitudes; Test Validity; Time Perspective
IDENTIFIERS- *Constructs

The R.S. Wyer and T.K. Srull model suggests that when humans process information and store it in memory they create construct categories that are somewhat like storage bins. According to this model, when information is placed in these bins, it is stored in the order that it is received or used, with the most recently processed information always placed near the top of the bin. Similarly, the E. T. Higgins and G. King model of information processing is predicated on the assumption that long-term memory consists of a series of construct structures. Each construct is thought of as an energy cell, where the energy potential of the cell is increased whenever it is activated or excited and slowly dissipates over time. The results of a study that attempted to apply these models to a witness recall situation offered little support for both models. Both the recency and the frequency manipulations implemented after the encoding of information appeared to influence the retrieval of information. Stronger support was found for the Wyer and Srull model than was found for Higgins and King model. (HOD)

ED 259 400 CS 209 202

Oates, Rita Haugh

Computer Software for Scholastic Journalism.

PUB DATE- 4 Aug 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Courseware; *Educational Games; Evaluation Criteria; Grammar; *Journalism Education; Layout (Publications); *News Writing; Secondary Education; *Teaching Methods; Writing Skills
IDENTIFIERS- *Software Evaluation

Four commercially available instructional software programs for high school journalism students are examined in this paper, which also contains suggestions on their use. The four programs reviewed in the paper provide (1) practice in finding the best interview sources in a newsgathering simulation (Super Scoop); (2) review and reinforcement of grammar skills in a news-editorial game setting (The Grammar Examiner); (3) use of a utility program--a tool--to create computer graphics and actual layouts of 8 1/2 x 11- or 8 1/2 x 14-inch pages (The Newsroom); and (4) review of general knowledge in areas such as American history, government, and literature in a game format (Knowledge Master series). (HOD)

ED 259 087 CE 041 066

Harvey, Laura

Unemployment Success.

California State Dept. of Mental Health, Sacramento.
PUB DATE- 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Career Education; Community Resources; *Goal Orientation; *Job Search Methods; Resources; Self Help Programs; *Unemployment

This booklet tells the stories of six perople who have waged battles against unemployment and some of the skills they used to help them win. An introduction stresses the importance of resources in helping one through unemployment. Four steps in collecting resources are listed: take stock, regroup, fortify, and mobilize. The major portion of the booklet offers suggestions for following through on these steps. Taking stock involves completing a checklist of financial, emotional, physical, and social needs and then identifying all resources that can be used to combat unemployment. Specific activities are also suggested for each of the other steps. A "Resources Guide and Index" provides charts to assist in beginning a personal resources search. It serves to give an idea of how to work with one's particular situation and to identify and locate the financial, physical health, emotional health, and social health resources needed. A resource worksheet is included. (YLB)

ED 259 128　　　　　　　　　　CE 041 752

Engineer Equipment Chief.

Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.28d
PUB DATE- 84
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Construction (Process); Construction Costs; *Construction Management; Construction Materials; Correspondence Study; Cost Estimates; *Equipment Maintenance; *Equipment Utilization; Independent Study; Mechanical Equipment; Military Personnel; *Military Training; Motor Vehicles; Operating Engineering; Postsecondary Education; Tractors; *Trade and Industrial Education

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the skills needed by engineer equipment chiefs. Addressed in the five individual units of the course are the following topics: construction management (planning, scheduling, and supervision); estimation of equipment efficiency (equipment utilization, efficiency factors, crawler-tractor applications, tractor/scraper applications, road graders, and crane-shovels); construction sites; maintenance systems (maintenance support, maintenance shops, shop layout); and support functions (engineer and supply support). Each unit contains a general objective, a series of work units each addressing a different subobjective, study questions, and answers to the study questions. (MN)

ED 259 157 CE 041 846

Agriculture. Beef Livestock.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 161p.; For related documents, see CE 041 843-847.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Animal Husbandry; Curriculum Guides; Evaluation Criteria; Job Search Methods; *Job Skills; Leadership Training; Learning Activities; Livestock; Occupational Information; Secondary Education; Student Organizations; *Vocational Education
IDENTIFIERS- *Beef Cattle Production; Future Farmers of America

This task-based curriculum guide for agricultural production, specifically for beef livestock, is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a task sheet for developing leadership skills, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by eight duties: breeding, caring for, and feeding beef cattle, maintaining beef health, maintaining beef facilities, marketing and showing beef cattle, and using employability skills. Other contents include student and class achievement records and tool/equipment lists. (YLB)

ED 259 212 CE 041 954

Thiel, Kathleen K.

Job-Related Basic Skills. Overview. ERIC Digest No. 42.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Basic Skills; Cooperative Planning; Cooperative Programs; Delivery Systems; Educational Benefits; Educational Cooperation; *Educational Needs; Educational Practices; *Education Work Relationship; Employment Programs; *Functional Literacy; Job Performance; *Job Skills; Literacy Education; Outcomes of Education; Postsecondary Education; Program Development; School Business Relationship; School Role; *Skill Development; Training Methods; Training Objectives; Transfer of Training

Because of the changing nature of work in society, higher levels of basic skills in reading, writing, and computation are needed in all occupational areas, whether or not they are related to high technology. Although research on the relationship between job performance and basic skills is not definitive, it is clear that it is more important for workers to be able to apply basic skills in a job performance situation than to demonstrate these skills on a standardized test. Examples of successful occupationally oriented basic skills programs include a public and private sector cooperation effort to prepare Comprehensive Employment and Training Act eligible workers as competitive word processing operators, an urban retraining program for wastewater treatment workers, and an occupational literacy training program sponsored by the U.S. Department of Defense (the FLIT Program). Research indicates that individuals who wish to develop job-oriented basic skills programs should strive to maintain an orientation to the mission of the agency for which the basic skills program is being developed, provide training in basic skills within a functional context, arrange program conditions to maximize learning time, and use competency-based mastery learning techniques. (MN)

ED 259 225 CE 042 008

Spencer, Robert E.

The Effects of Computer Generated Schedules on the Performance of Athabasca University Learners. REDEAL Research Report #5. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).

SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.

PUB DATE- Oct 80

NOTE- 40p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-011.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Adult Students; *Computer Oriented Programs; *Computer Software; *Distance Education; Foreign Countries; Higher Education; *Home Study; *Scheduling; Time Management

IDENTIFIERS- Alberta

A post hoc analysis was conducted of a computer-based prototype designed to generate individualized study schedules for learners enrolled in two home study courses at Athabasca University. The project sought to determine the use of such a prototype in home study courses and its effect on completion rates. Learners in the courses were asked if they would like a study schedule generated for them. Results showed that, while the majority of learners elected to receive an individualized study schedule, the learners did not like using the schedules, very few learners used or followed the prescribed schedules, and the schedules were not effective in increasing course completion rates. Problems with interpreting the results resulted from problems in the design and implementation of the project, namely schedules were received after courses started, tutors were not trained to deal with learner excuses and to renegotiate, and tutors did not discuss schedules with learners on a consistent basis. Suggested ways of improving the prototype were: allowing the learner to specify completion dates and associating a contingency with completing tasks on schedule. (A description of the computer program is appended.) (YLB)

ED 259 239 CG 018 340

Furman, Janice; Pratt, Judith

Coping with the Ultimate Change, Death of a Family Member: A Support Group for Bereaved Adolescents.

PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Coping; *Death; Family Problems; *Grief; *Group Therapy; Peer Groups; Secondary Education; *Social Support Groups

This paper describes a group counseling model for bereaved adolescents, which was designed to enhance awareness of grief issues among adolescents and to provide guidelines for addressing those needs in a group setting. The decision to develop a support group for bereaved students is reviewed and the steps taken by a Fairfax County, Virginia secondary school to implement the group are outlined. Interviews with students as potential group members were held and parental permission was requested. The first meeting of the group is a time to establish group norms and for members to describe the deaths they have experienced. The second meeting is the time to share keepsakes and mementos. The next 11 sessions, grouped into an integration phase, a group functioning and maintenance phase, and the termination phase are detailed. Issues addressed in the sessions include unfinished business, role changes in the family, changing traditions and special occasions, dating and remarriage of a surviving parent or adoption of a new sibling, dreams, financial stress, and the possible death of self or other parent. (NRB)

Reading and Study Skills and Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 15p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Basal Reading; Beginning Reading; *Cognitive Processes; *Computer Assisted Instruction; Doctoral Dissertations; Elementary Education; Magnet Schools; Parent Participation; *Reading Comprehension; Reading Habits; *Reading Instruction; Reading Materials; Reading Programs; *Reading Research; Study Skills; Teacher Role; Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) magnet schools and achievement in reading and mathematics; (2) a psycholinguistic analysis of the oral reading behavior of selected urban students; (3) the effect of computer-assisted instruction upon reading achievement with selected fourth-grade children; (4) an activity-based seatwork program for reading and mathematics in the elementary school; (5) a study of reading comprehension instruction; (6) an analysis of the appropriateness and amount of decoding practice provided first-grade children in the readers of five commercial basal reading programs; (7) an extension of Habecker's study of reading questions in selected basal readers; (8) imagery and question strategies in text learning; (9) parental involvement in the reading readiness and reading performance of kindergarten children; (10) the effects of intensive intervention on vocabulary development of seventh grade students in reading; (11) failure in beginning reading; (12) evaluating the implementation of a reading program; (13) prediction as an aid to comprehension; (14) a content analysis of realism in elementary school basal reading textbooks; and (15) the interrelationship of art and reading education. (EL)

ED 259 431 EA 017 785

Beckmann, Vern
A Study of Students Retained in the Kirkwood District from 1979-1984.
PUB DATE- 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Grade Repetition; *Student Characteristics; Success
IDENTIFIERS- Kirkwood School District MO; Otis Lennon Mental Ability Test

Students retained in their grade in the elementary and middle schools of the Kirkwood School District (Missouri) are profiled in this report. The data, provided by principals, counselors, and teachers in the eight schools involved, cover the school years 1978-79 to 1983-84. Of the 439 students affected, 53 percent were retained in either kindergarten or first grade, 62 percent were male, 44 percent came from single parent homes, 52 percent were black, 40 percent have since left the district, 52 percent had behavior problems, and 69 percent received support services. Students born in July, August, and September had significantly higher retention rates. Retained students with low Otis-Lennon scores were more likely to be perceived by teachers as below average in reading and mathematics performance. Approximately two-thirds of the retained students scored at or below the mean on reading and mathematics basic skills tests. Of 54 students who entered high school after being retained, 17 remain in school, 7 are attending Special District Schools, 8 have dropped out, 1 has graduated, 15 have moved, and 6 have an unkown status. Of the students remaining, those who repeated lower grades tend to have higher grade point averages that those who repeated higher grades, a finding that, like the others produced by this study, seems to fit the national profile of retained students. (PGD)

ED 259 445 EA 017 818

Vandenberghe, Roland

The Renewed Primary School in Belgium: The Local Innovation Policy and Institutionalization of Innovations.

PUB DATE- Jun 85

NOTE- 48p.; Paper presented at the Seminar on Institutionalization, International School Improvement Project (Lucerne, Switzerland, June 2-5, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Education; Foreign Countries; Predictor Variables; Preschool Education; *Program Implementation

IDENTIFIERS- Belgium

Belgium's Renewed Primary School (RPS) project began in 1973 as part of a national commitment to innovative reform. The project's many goals focused on increasing interdependence among educational resources to support a more individualized, humanized, and effective response to pupil needs. Schools participating in the RPS effort usually selected one or two innovations for implementation from among those suggested. Evaluation of the project's initial progress in 1981 revealed that many local schools had implemented innovations marginally if at all. Expansion of the project to additional schools was halted while a second study was undertaken to determine how local school policies affecting innovation related to the degree of implementation achieved. This report discusses the nature of the RPS project, the factors leading to the second evaluation study, the theoretical framework of the study, the interviewing method and questions used, the variables found to affect implementation, the local policies identified, the measurement of implementation levels, and the relationships found between policies and implementation. The document concludes with a report on the first stages of a study to determine how local school policies concerning innovation become institutionalized. This study sought further data from schools examined in the earlier evaluations. (PGD)

ED 259 461 EA 017 924

Maddaus, John
Parental Perspectives on the School Enrollment of 'Special' and 'Typical' Children. Revised and Condensed.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Family Attitudes; Interviews; Nontraditional Education; *Parent Attitudes; *Private Education; Questionnaires; *School Choice

This study explores how and why parents choose to enroll their children in certain schools, and what criteria they apply in making an enrollment decision. Fourteen families with 10 typical and 6 special children were interviewed in depth about their experiences with preschool and school enrollment and their expectations regarding their children's next schools. Based on the comments made during these interviews, a questionnaire was designed and administered to all 66 families (of which 42 responded) with children currently enrolled in a small, private, alternative school. Three assumptions, made by advocates of parental choice, were examined: (1) that parents are dissatisfied with public schools; (2) that, given the opportunity, parents explore various alternatives before deciding where to enroll their child; and (3) that parents evaluate their children's educational needs and choose accordingly. Based on interviews and questionnaires alike, the study calls into question all three of these assumptions. Specific findings from the questionnaire and selected illustrative excerpts from the interview are included, along with footnotes and a bibliography. (TE)

ED 259 475 EA 017 953

Teacher Compensation and Evaluation in Public Education.

Indiana Univ., Bloomington. Center for Public Sector Labor Relations.

PUB DATE- 85
NOTE- 40p.; Funded in part by a grant from the Federal Mediation and Conciliation Service.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Differentiated Staffs; Elementary Secondary Education; Evaluation Methods; *Incentives; Master Teachers; *Merit Pay; Peer Evaluation; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teacher Salaries; Teacher Supervision; *Teaching (Occupation)

This issue of "Dialogue," a review of labor-management cooperation in public education, focuses on the theme of teacher compensation and evaluation. After a brief introduction locating these topics within the context of nationwide educational reform, the first section describes the advantages and disadvantages of some of the better-known compensation and incentive approaches. These include the traditional single-salary schedule, along with newer, currently fashionable approaches such as performance-based pay, bonuses, and career ladders or differentiated staffing. The second section examines some of the factors related to the choice and use of an evaluation system. First, basic conceptions of teaching--as labor, craft, profession, or art--are reviewed as a basis for the subsequent discussion of the purposes of teacher evaluation. Thereafter, the timing and tools of evaluation are discussed, including teacher interviews, competency tests, indirect measures, classroom observation, student ratings, peer review, student achievement, faculty self-evaluation, and work samples. Finally, findings from a recent Rand study on the necessary conditions of effective teacher evaluation are discussed. References are included. (TE)

ED 259 114 CE 041 636

The Job Training Partnership Act: Employment and Training Programs that Work.

National Alliance of Business, Inc., Washington, D.C.

PUB DATE- May 85
NOTE- 18p.; For a related document, see CE 041 635.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; Cooperative Planning; Cooperative Programs; *Disadvantaged; *Dislocated Workers; *Employment Programs; Employment Services; Financial Support; Job Placement; *Job Training; Leadership; Postsecondary Education; Program Descriptions; Program Effectiveness; Retraining; School Business Relationship; *Training Methods; Training Objectives
IDENTIFIERS- *Job Training Partnership Act 1982; *Private Sector

This booklet contains examples of a number of different ways in which companies can support or utilize the new job training system created by the Job Training Partnership Act (JTPA) of 1982. Described first are Hewlett-Packard's efforts to provide strong corporate leadership on behalf of the job training partnership. The second section includes descriptions of 11 programs that used JTPA funds to train disadvantaged or dislocated workers. Each program description contains some or all of the following: the category of the program, a summary outlining the programs objectives and major services, a statement of the program's results, a brief description of other activities undertaken by the given company in the area of job training or retraining, and the name and address of a program contact person. (MN)

ED 259 282 CG 018 383

Waters, Judith; Drew, Benjamin
Aging and Sexuality: Perceptions of a Puerto Rican Sample.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984). For related research, see CG 018 384.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Aging (Individuals); High Schools; High School Seniors; Hispanic Americans; *Older Adults; *Puerto Ricans; *Sex Differences; *Sexuality; *Social Attitudes; Stereotypes; Working Class

While there are acknowledged physical, psychological, and social benefits to be derived from maintaining sexual activity in old age, the negative cultural attitudes displayed by younger members of society as well as by their own peers constitute a barrier to the achievement of a satisfactory sex life for the elderly. A study was undertaken to examine the attitudes of working class adults (N=43) and of high school seniors (N=55) toward aging and sexuality. All subjects were Puerto Ricans residing in New Jersey. Subjects completed a questionnaire on social and sexual activity, work-related issues, physical abilities and illness, and cognitive functioning in which they approximated the percentage of older men and older women they felt exhibited the behavior in question. The results indicated that attitudes toward the process of aging and sexuality seemed to depend on the gender of the older person as well as on the specific event or behavior involved. In addition, the gender and age of the subjects influenced the results. There were different attitudes toward sexuality in older men compared to older women; and there were significant differences in attitudes toward sexual activity and romantic relationships, with sex seen by all groups as more important for men than for women. (NRB)

ED 259 296 CG 018 397

Hardiman, Pamela Thibodeau; And Others
Learning to Understand the Balance Beam.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 84
NOTE- 38p.; Paper presented at the International Conference on Thinking (Cambridge, MA, August 19-23, 1984). Best copy available.
GRANT- NSF-SED-8016567; NSF-SED-8113323
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Concept Formation; Epistemology; Expectation; *Heuristics; Higher Education; Prediction; Probability; *Problem Solving
IDENTIFIERS- *Balance Tests; *Outcomes Expectancy

Protocols were obtained from 22 subjects as they discovered the conditions under which equilibrium is obtained on a balance beam by predicting and observing the outcomes of a series of problems. The interviews revealed that subjects used a variety of heuristics to make predictions once they had isolated the two relevant features of the problem, weight and distance, but before they could appropriately relate them in one procedure. These heuristics included instance-based reasoning, qualitative estimation of distance, and the use of quantitative rules of limited generality. Variability in the use of these heuristics by individuals suggests that learning to understand the balance beam is not best described in terms of a simple rule acquisition theory, and that reasoning from instances plays a more important role in inferring a physical relationship than previously thought. (Author)

Ramsey, Richard David
Guidelines for Proceedings Papers: American Business Communication Association, Southeast Region.
PUB DATE- Apr 84
NOTE- 10p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984) p345-353.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Conference Proceedings; Conferences; *Guidelines; *Layout (Publications); Publications; *Writing (Composition); *Writing for Publication

The minds of people who write papers for convention proceedings are diverse and generally creative, and ideally this diversity and creativity produces papers that advance the state of the art. In format, however, a proceedings book benefits from congruity and harmony. Contributors need to use a common language and accepted patterns of communication if they are to communicate at all and if they are to communicate with mutual appreciation. This similarity in format can be accomplished when all writers use the same kind of equipment and supplies and the same guidelines for pagination, margins, divisions of content, headings, spacing, style, graphic aids, and references. Adhering to a requested format will enhance the effect of the papers--on the reviewers, on the editor, and, ultimately, on the readers in general. (HOD)

ED 259 370 CS 209 123

Wicks, Robert H.
"USA Today": Can the Nation's Newspaper Survive?
PUB DATE- 6 Aug 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Audience Analysis; Comparative Analysis; *Content Analysis; Economic Factors; Graphic Arts; Layout (Publications); *Marketing; *Media Research; *Newspapers
IDENTIFIERS- *USA Today

The failure of 17 newspaper markets between 1957 and 1975 raises the question of whether the 1982 entrance of "USA Today" into the newspaper market demonstrated fiscal prudence. A 20-month advertising content analysis was conducted to assess advertising trends in "USA Today." These data were compared with industry statistics obtained from Media Records Data. The findings indicated that "USA Today" has outperformed expectations on certain fronts, while failing on others. Although the paper has attracted a small but educated and affluent readership, the media director of one advertising agency believes that the succinct writing and color graphics style of "USA Today" has caused an advertising identity problem, since the paper cannot be neatly categorized. Many advertising industry executives view the publication as a combination newspaper, magazine, traveler's digest, and surrogate for the evening news. The benefits of differentiation from mass audience newspapers may therefore be lost in the confusion of accurately defining the precise role of "USA Today" within the advertising and media communities. Despite these concerns, analyses reveal a highly stable pattern of advertiser support, and an impressive list of corporations committed to future advertising. If "USA Today" is able to continue its circulation increase pattern and, specifically, increase home and office delivery readership, it will become very difficult to ignore it as an advertising vehicle. (HTH)

ED 259 385 CS 209 156

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 9p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; American Indians; Annotated Bibliographies; *Biculturalism; *Bidialectalism; *Bilingualism; Blacks; Doctoral Dissertations; Educational Research; Elementary Secondary Education; English (Second Language); *Language Research; *Language Skills; *Learning Strategies; Literature Appreciation; Reading Achievement; Reading Comprehension; Reading Skills; Teacher Response; Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with a variety of topics, including the following: (1) the effects of bilingual memory on learning vocabulary through the device of semantic mapping; (2) native American and Anglo use of compliance-gaining strategies; (3) learning style preference and reading achievement of urban Alaskan native students; (4) prospective secondary school teachers' responses to student use of black English in written compositions; (5) reading, readability, and the ESL reader; (6) the effects of semantic mapping on vocabulary acquisition and reading comprehension of black inner city students; (7) the behaviors accompanying the writing process in selected third and fourth grade native American children; (8) dialect usage and function word acquisition as related to readiness for formal school curriculum; (9) factors influencing the offering of minority literature in Colorado high schools; and (10) linguistic cues used by elementary school bilingual and monolingual readers. (HOD)

ED 259 401 CS 209 227

Mochamer, Randi Ward
Teaching Writing as Thinking across the Secondary Curriculum: An Annotated Bibliography.
PUB DATE- Jun 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Cognitive Development; *Content Area Writing; *Curriculum Development; Individualized Instruction; Models; Research Utilization; Revision (Written Composition); Schemata (Cognition); Secondary Education; Teacher Improvement; Teacher Role; Teacher Student Relationship; Teaching Methods; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Audience Awareness; Reading Writing Relationship; *Theory Practice Relationship; *Thinking across the Curriculum

Intended to help educators, especially content area faculty, understand the factors influencing writing and to give specific teaching ideas across the secondary school spectrum, this paper reports a study of current research on writing methods and instructional models to develop a rationale for cross-curricular writing. Following brief discussions of the purpose, organization, and limitations of the study, the paper presents a glossary of pertinent reading terms. The major portion of the paper contains annotations of the literature reviewed, presented in the following categories: (1) a definition of competency, (2) perceptions of writers, (3) student/teacher personalities and interaction, (4) topic-specific knowledge, (5) writing as thinking, (6) audience and peer interaction, (7) revision, (8) reading and writing, (9) individualized instruction, (10) specific models, (11) writing as learning across the curriculum, and (12) faculty surveys. A summary of the study and conclusions are then presented, specifically that the literature indicates that and that strict patterns of methodology and specific-skill teaching should be removed as soon as they are internalized by the students, leaving the emphasis on content rather than on form. The paper concludes with four recommendations for implementing cross-curriculum writing, based on the literature review. (HTH)

ED 259 417 CS 504 988

Bumpus, Bernard; Skelt, Barbara
Seventy Years of International Broadcasting. Communication and Society 14.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 84
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Broadcast Industry; *Communication Research; Futures (of Society); Global Approach; History; Influences; Journalism; News Media; News Reporting; *Programing (Broadcast); *Radio; Social History; *Technological Advancement; World Affairs
IDENTIFIERS- *Broadcast History; *International Broadcasting
Using information gleaned from books and other published materials, this report traces the history of international broadcasting from its earliest days (1915) to the present. The report also takes a look at the impact of these broadcasts, and how this impact can be measured. It then considers the reason why there are so many international broadcasters, most of whom persist in spite of the difficulties and rising costs. After discussing jamming--attempts to stop people from listening to international broadcasts from other countries--the report looks at some of the problems that broadcasters face today and considers the future of the medium. The report is divided into the following sections: (1) introduction, (2) the early years, (3) the 1930s explosion, (4) the war years, (5) postwar and the 1950s, (6) the 1960s, (7) the 1970s and 1980s (commercial international broadcasting and domestic broadcasters as international broadcasters), (8) the impact of international broadcasting, (9) the problems of communication and international broadcasting, and (10) the future of international broadcasting. (HOD)

ED 259 088 CE 041 116

Mark Jorie Lester
Adult Education: The Fight against Illiteracy.
PUB DATE- 22 Mar 84
NOTE- 16p.; Based on a workshop conducted at the Newspaper in Education Conference of the American Newspaper Publishers Association Foundation (March 22, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Literacy; *Adult Programs; *Costs; Federal Government; *Illiteracy; Libraries

Literacy and illiteracy are cultural; the need to read, to write, and to compute comes from values placed on these functions by the cultural or social group in which one lives. They are also intergenerational. This intergenerational factor should be turned around so that parents transmit literacy to children. Illiteracy is also costly to society because of welfare and unemployment costs and low productivity of a population with low functional competence. The Adult Literacy Initiative launched by the President in 1983 calls on the Nation to support eight major initiatives in adult literacy--a national awareness campaign, the National Adult Literacy Project, governor-established adult literacy councils, assignment of Work-Study Program college students to adult tutoring, volunteer tutors, a national network of services to persons with disabilities, a Federal Employee Literacy Training Program, and private/public sector partnerships in literacy action programs. Seven major providers of adult literacy training or basic education are the state-administered adult education program, library system, voluntary sector, community-based providers, business and industry, prison system, and the military. Anyone can get involved in local school and library programs and local literacy councils, contact volunteer programs, or get data on needs and recruit tutors to meet them. (YLB)

ED 259 129　　　　　　　　　　　　　　　　CE 041 753

Basic Engineer Equipment Mechanic.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-13.29e
PUB DATE- 84
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Correspondence Study; Diesel Engines; Electrical Systems; *Engines; *Equipment Maintenance; Equipment Utilization; Hand Tools; Hydraulics; Independent Study; Machine Tools; Measurement Equipment; Mechanical Equipment; Mechanics (Process); Military Personnel; *Military Training; *Operating Engineering; Postsecondary Education; Power Technology; Safety; Small Engine Mechanics; *Trade and Industrial Education

This student guide, one of a series of correspondence training courses designed to improve the job performance of members of the Marine Corps, deals with the skills needed by basic engineer equipment mechanics. Addressed in the four individual units of the course are the following topics: mechanics and their tools (mechanics, hand tools, and power tools and precision measuring instruments); gasoline and diesel engines; power trains; and auxiliary equipment (hydraulic systems, and vehicle frames). Appendixes to the guide contain information on the job duties of basic engineer equipment mechanics, preventive maintenance, and safety. In a separate section following the appendixes are four review units corresponding to the four lessons of the guide. Each unit contains a reading assignment, a lesson objective statement, and a written assignment consisting of a series of study questions for that unit. (MN)

ED 259 144 CE 041 819

Model Learning Center. Final Report.
Daviess County School District, Owensboro, Ky.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jun 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Advisory Committees; Course Content; Educational Equipment; Educational Philosophy; Educational Policy; Evaluation Methods; High School Equivalency Programs; Instructional Materials; *Learning Laboratories; *Models; Postsecondary Education; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Teacher Responsibility; Teacher Role; Technical Education; *Vocational Education

This handbook describes the model learning resources center in operation at Daviess County (Kentucky) State Vocational-Technical School and details its objectives, materials, and methods of operation. The manual is organized in six sections. The first section describes the learning resources center, and details its philosophy, purpose, objectives, course outline, and policies. In the second section, operating procedures, such as diagnostic testing, student assessment, sequence of operation and suggestions for success are discussed. The third and fourth sections cover materials and equipment and staff qualifications and responsibilities. In the fifth section, information about the use of an advisory committee is given, while the final section provides sample blank forms for a program plan, budget, monthly report, school calendar, and summer schedule. (KC)

ED 259 158 CE 041 847

Agriculture. Swine Livestock.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 151p.; For related documents, see CE 041 843-846.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Animal Husbandry; Curriculum Guides; Evaluation Criteria; Job Search Methods; *Job Skills; Leadership Training; Learning Activities; Livestock; Occupational Information; Secondary Education; Student Organizations; *Vocational Education
IDENTIFIERS- Future Farmers of America; *Hogs

This task-based curriculum guide for agricultural production, specifically for swine, is intended to help the teacher develop a classroom management system where students learn by doing. Introductory materials include a Dictionary of Occupational Titles job code and title sheet, a task sheet for developing leadership skills, and a task list. Each task is then outlined in this format: statement of duty, statement of task, duty and task numbers, a checklist of achievement indicators, a statement of the criteria for achievement of competence, specification of required tools and equipment and resources, and lists of teacher activities and student learning activities. The tasks are categorized by seven duties: breeding swine, caring for swine, feeding swine, maintaining swine health, maintaining swine facilities, marketing swine, and using employability skills. Other contents include student and class achievement records, tool/equipment lists. (YLB)

ED 259 199 CE 041 927

Smith, Beverly J.
Authentic Listening Materials: ESL Life Skills Training.
Catholic Social Services, Harrisburg, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Audiolingual Methods; Audiotape Cassettes; Behavioral Objectives; Classroom Techniques; *Communicative Competence (Languages); *Conversational Language Courses; *Daily Living Skills; Dictation; *English (Second Language); Error Analysis (Language); Evaluation Criteria; Language Skills; Learning Activities; Records (Forms); Scripts; Skill Development; *Standard Spoken Usage; Student Evaluation; Teaching Methods

This guide is designed for use in providing English-as-a-second-language training to adults. The first part of the package describes the development of these materials during a project to provide training in conversational English to refugees and migrants. Outlined next are procedures and activities for assessing student needs, taping student conversations, analyzing the taped conversations, preparing learning exercises, and evaluating student performance. The third part of the volume consists of three exercise packets, each of which includes the script of the tape of an unrehearsed everyday conversation. The first packet includes the script of a conversation taking place in a market and covers procedures for listening for responses, contractions, spelling, dictation, pronunciation, inflection, listening comprehension, intensifiers, sociolinguistics, and nonverbal communication. The school nurse is the topic of the script included in the second packet, which also contains materials dealing with pronunciation, listening comprehension, polite expression, intonation, dictionary skills, techniques of listening for time markers, unwritten expressions, and rhyming words. The final packet contains the script of a conversation on head lice and addresses listening for specific information and the main idea, giving and listening for directions, developing rhythm in language, practicing pronunciation, and vowels and digraphs. (MN)

Murphy, Shane M.; Woolfolk, Robert L.
Effects of Cognitive Interventions on Sports Anxiety and Performance.
PUB DATE- Aug 84
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Arousal Patterns; Athletics; *Behavior Modification; *Cognitive Restructuring; College Students; Higher Education; *Psychomotor Skills; *Sport Psychology

Oxendine (1970) hypothesized that the arousal-performance relationship varies across tasks, such that gross motor activities will require high arousal for optimal performance while fine motor activities will be facilitated by low arousal, but adversely affected by high arousal. Although the effects of preparatory arousal on strength performance has been well investigated, no study has examined the effect of preparatory arousal on a fine motor skill. A motor skill accuracy task involving fine muscle coordination (putting a golf ball) was used to study the effects of two different cognitive interventions on sports competition anxiety and performance in 61 undergraduates, 19 of whom were highly anxious in competitive sporting situations. Subjects were randomly assigned to one of three experimental conditions: (1) a cognitive-behavioral stress reduction group; (2) a psyching-up arousal group; or (3) a control group. All subjects completed the putting task pre- and post-intervention. The results indicated that the cognitive-behavioral stress reduction group showed significantly greater reductions in anxiety during performance than did the other two groups. A nonsignificant trend emerged on performance scores such that only subjects in the psyching-up arousal group failed to improve their performance pre- to post-test. The findings provide some evidence that arousal-inducing interventions not appropriate to the target task can adversely affect performance. (NRB)

ED 259 254 CG 018 355

Hayslip, Bert, Jr.; Schneider, Lawrence J.
Effects of Counselor-Client Age Similarity and Presenting Problem Intimacy on Client Satisfaction.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Chronological Age; *Counselor Characteristics; *Counselor Client Relationship; Females; *Participant Satisfaction; Perception; Young Adults
IDENTIFIERS- *Client Attitudes; Intimacy

Researchers have called psychologists' attention to the role that client perception of the therapeutic relationship plays in therapy outcome. Past studies assessing the impact on clients of therapist age have used varied research strategies and raised several methodological issues. A study was undertaken which attempted to resolve some of these issues and address the counselor-client age issue as a determinant of counselee preferences for help. Single (N=48) and married (N=48) women, between the ages of 18 and 31, observed one therapist in videotaped simulated interviews handling three client problems varied for interpersonal intimacy. Two older women (61 and 74 years old) and two younger women (26 and 34 years old) served as counselors. Subjects then completed the Client Satisfaction Form and rated the counselor's attractiveness, expertness, and trustworthiness, using the Counselor Rating Form-Short. The results showed that younger counselors were preferred over older counselors when time management was an issue. No preferences based on counselor age were expressed for more intimate problems. Analyses of data on counselor expertness, attractiveness, and trustworthiness suggested that, although individual differences among counselors seemed to contribute to client satisfaction in dealing with issues of differential intimacy, chronological age did not emerge as a factor in younger, prospective clients' perceptions of counselor attributes. (NRB)

ED 259 268 CG 018 369

Drugs and the Juvenile Justice System. Hearing before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examination of the System Used by Courts in Handling Drug-Related Offenses among Juveniles (December 6, 1984, Miami, FL).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-98-1271
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; *Delinquency; Delinquent Rehabilitation; Drug Abuse; *Drug Addiction; *Drug Rehabilitation; *Federal Aid; Hearings; Juvenile Courts; *State Programs
IDENTIFIERS- Congress 98th; *Florida; *Juvenile Justice System

This document contains witness statements from the Congressional hearing called to examine how the drug-addicted or drug-troubled juvenile offender is treated within the Florida juvenile justice system. Witnesses include the training director at the Florida Alcohol and Drug Abuse Association which is the association of Florida treatment centers; the program supervisor from the Alcohol and Drug Abuse Department of Health and Rehabilitative Services; the administrator of the Metro-Dade Alcohol and Drug Abuse Placement Program; and the executive director of operation PAR, a drug abuse prevention and treatment facility. Statements are also included from four juvenile offenders currently enrolled in treatment programs who describe their experience in the state training schools, and from a psychiatrist from the University of Miami School of Medicine. Problems in existing programs are discussed, the use of drugs while in treatment facilities is described by the youths, and suggestions for improvements in the present system are offered. (NRB)

ED 259 325 CS 008 118

Walter, Eileen L.
A Study of Four Teachers' Questioning Strategies during Second and Third Grade Basal Reading and Literature Lessons.
PUB DATE- Jul 85
NOTE- 84p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Cognitive Style; Comparative Analysis; Elementary Education; Grade 2; Grade 6; Literature Appreciation; *Questioning Techniques; Reading Ability; *Reading Comprehension; *Reading Instruction; *Reading Research; Student Reaction; *Teacher Behavior; Teacher Education; *Teaching Methods

To investigate whether teachers asked questions during reading lessons in order to evaluate rather than teach comprehension, the discourse of 11 reading lessons was audiotaped in four elementary school classrooms. Transcripts of the lessons were analyzed to identify the function and source of teacher questions and the accuracy, cognitive level, and convergence or divergence of student responses. Variations in teacher questions and student responses were examined with respect to grade level (second and sixth), ability level (4 reading levels in grade 2), type of lesson (basal and literature), and teacher training (participant and nonparticipant in Great Books Leader Training Course). The least differences in teacher questioning strategies were found among basal lessons, although grade level had an effect on the source of teacher questions. The greatest differences were found among literature lessons, with grade level and teacher training contributing to variations in the source of teacher questions and the accuracy, cognitive level, and convergence/divergence of student responses. (A number of tables are appended.) (Author/HOD)

ED 259 340 CS 209 037

Cooper, Anne Messerly
The Great Personhole Cover Debate Revisited: A Test of the Generic "Man."
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Language Patterns; *Language Research; *Language Usage; *Sex Bias

In an attempt to determine whether the generic "man" has a strong association with maleness, 307 college students (122 males and 185 females) were polled to assess their attitudes about whether people "outgrow" the limited definition of man or whether the generic still retains an exclusionary, "mostly males" coloring. In order to prevent the students from guessing what was being tested, the experiment was set up as a story choice exercise on the subject of Bronze Age excavations on the Greek Island of Thera. The students rated 15 adjectives (from the Bem Sex-Role Inventory) describing the Theran people and chose one of three pictures to accompany the news story. Two versions of the test were randomly distributed--one with generic usages like "Bronze Age men" and another with inclusive usages like "Bronze Age women and men." The strongest finding suggests that words do have some effects--that words such as "man" and "mankind" do not call up images of females as readily as a phrase like "men and women." Thus the term, "mankind," is not truly generic. (Tables of findings and sample tests are included.) (EL)

ED 259 226 CE 042 009

Peruniak, Geoff

Seminars as an Instructional Strategy in Distance Education. REDEAL Research Report #6. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).

SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 80
NOTE- 69p.; For related documents, see ED 249 346-348, CE 042 002, and CE 042 004-011.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Attendance; *Distance Education; Educational Research; Foreign Countries; Higher Education; *Seminars; *Student Participation; *Teaching Methods
IDENTIFIERS- Alberta

A study examined how periodic seminars might contribute to solving the basic problem of covering knowledge and skills in a given area of study for adult learners in a distance education setting. Participants were enrolled in one of two introductory courses: Psychology 206 and Administration 232. Three seminars per course were offered in conjunction with, and as an optional supplement to, the regular home-based course package. Preliminary data indicated that those learners who attended seminars tended to do better in terms of course-related performance on a number of dimensions than those who did not attend seminars. Results were strictly correlational and it was not possible to determine whether seminars attracted higher performance learners or whether seminars contributed to higher performance. Very little support was found for the contention that "isolated" learners in the open higher education context would attend seminars on any pretext for socially related reasons. Results did indicate that if seminars can be made relevant and course-specific, up to one-third of those invited might attend. (Author/YLB)

ED 259 446 EA 017 836

Lilly, Edward R.
Knowledge of the Computer Is Basic: Know the Terminology.
PUB DATE- Jul 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Computer Literacy; *Computers; Glossaries

To enable teachers and administrators approaching the subject of computers for the first time to acquire a feel for computer terminology, this glossary defines 190 computer terms, and includes a one-page basic vocabulary list. Preceding the glossary is a general overview defining what a computer basically is and does, describing the two main computer varieties (analog and digital) and providing a brief explanation of the terms "hardware" and "software" and what is involved in each. ([illegible])

ED 259 476 EC 172 517

Silver, Archie A.; Hagin, Rosa A.
Outcomes of Learning Disabilities in Adolescence.
PUB DATE- Feb 85
NOTE- 33p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985). Document contains light, broken print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Employment; Followup Studies; Intervention; *Learning Disabilities; *Vocational Adjustment

A group of 41 children with learning disabilities, originally referred to the Bellevue Hospital Mental Health Clinic at ages 8 to 10 years for behavior problems was studied for 10 years after initial contact. A control group of 30 children was also identified--the two groups differed in academic achievement and in the presence of neurological problems. Data were reviewed on occupational status, academic achievement, and adjustment factors. Twenty-seven percent were involved in professional or technical occupations and 38 Ss had completed college and 9 had gone on to graduate school. Ten percent were judged to have made an excellent adjustment, 50% good, 27% average, and 13% marginal and poor. There was no significant relationship between occupational and educational outcomes and length of remedial education or age at onset of treatment. It was concluded that in spite of adequate social and vocational adjustment and some neuropsychological maturation, the problems of spatial and temporal organization persist through adolescence and into adulthood, particularly for those who are found to have complicating organic factors on neurological examination. (CL)

ED 259 492   EC 180 228

Culler, Ralph E., III
We Help Ourselves (WHO): An Antivictimization Program for Children in Houston.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998 ($0.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Curriculum Development; Elementary Secondary Education; *Prevention; *Safety; Sexual Abuse; Student Responsibility; Teaching Methods; *Victims of Crime
IDENTIFIERS- Texas (Houston); We Help Ourselves Program

The WHO Program (We Help Ourselves) was developed to help children take responsibility for their own safety and learn to handle potentially dangerous situations that may lead to abuse. This cooperaive effort by the Mental Health Association and the Houston Independent School District involves students in three age groups: grades K-3, 4-6, and 7-12. Issues addressed include physical abuse, assault, rape, sexual abuse, kidnapping, and domestic violence. Three principles underlie the WHO curriculum: (1) have a plan for personal safety, (2) have a plan for defensive action, and (3) ask for help. Volunteers present the curriculum and parents are asked to carry through knowledge and skill learning at home. Rules for parents are appended. (CL)

ED 259 508 EC 180 244

Bowen, James N.; And Others

The Pervasive Developmental Disorders of Childhood: Who Are These Children and What Role Does the Educational Professional Play in Evaluation and Treatment.

PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Child Development; *Clinical Diagnosis; *Developmental Disabilities; Etiology; Psychiatry; *Severe Disabilities; *Student Characteristics; *Training Methods
IDENTIFIERS- Pervasive Developmental Disorders

A child psychiatric consultant describes the category of pervasive developmental disorders of children, characterized by grossly deviant patterns of growth and maturation in cognitive, psychological, biological, and social development (not including disorders resulting from demonstrable brain damage). Theories of causation are reviewed and research evidence regarding etiology is noted to be equivocal. Clinical features are listed, including pervasive lack of responsiveness to others and onset before 30 months. Diagnostic criteria are also set forth and similiarities with infantile autism are pointed out. A case study illustrates characteristics and suggests the importance of early appropriate intervention. Structured classroom training combined with intrusive behavioral methods are seen as the most effective treatment approach, while pharmocotherapy is viewed as a valuable adjunct. (CL)

ED 259 524 EC 180 260

Wehman, Paul, Ed.; Hill, Janet W., Ed.
General Papers and Studies Related to the Employment of Individuals with Mental Retardation.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
PUB DATE- 85
NOTE- 170p.; Section I of: Competitive Employment for Persons with Mental Retardation: From Research to Practice. Volume I (EC 180 259).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Developmental Disabilities; *Employment; *Mental Retardation; *Models; Program Development; Program Evaluation; *Severe Disabilities; Vocational Rehabilitation; Young Adults

Seven papers address the employment of individuals with mental retardation. The first cites nine values critical for employment programs, including opportunities in integrated settings and decent pay for meaningful work. The next paper offers a supported work program consisting of job placement, job-site training, ongoing assessment, and job retention. The model is then applied to demonstrate the ability of severely disabled mentally retarded persons to work competitively. Demographic data from a longitudinal examination of the supported work model over a 6-year period are presented. A summary follows of data regarding job separations of mentally retarded persons placed in competitive employment. A systems approach to program evaluation of the supported work model is described with outcomes at the systems level (benefit cost analysis), service delivery level (a program efficiency index), and participant level (time employed first year in labor market). The final paper describes a model for improving employment services to persons with severe disabilities using existing state and local financial and personnel resources. (CL)

ED 259 541 EC 180 277

Binkard, Betty
Disabled?...Yes Able?...Also, Yes. A Count Me In Project.
PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Nov 83
NOTE- 20p.; For related documents, see EC 180 278-279.
AVAILABLE FROM- PACER Center, Inc., Parent Advocacy Coalition for Educational Rights, 4826 Chicago Ave. South, Minneapolis, MN 55417-1055 ($1.50 single copy, $1.00 per copy for quantity).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); Adolescents; *Coping; Daily Living Skills; Deafness; *Disabilities; Emotional Disturbances; *Interpersonal Competence; Learning; Mental Retardation; Parent Child Relationship; Physical Disabilities; Prevention; Social Adjustment; Student Attitudes; Visual Impairments

Intended for adolescents, the booklet presents case studies of eight teenagers and their friends to illustrate views of ability and disability. Recounted experiences focus on attitudes and feelings of students with learning disabilities, epilepsy, spina bifida, visual impairments, mental retardation, deafness, and mental illness. Narratives center on such topics as coping with one's disability, stereotyping, personal independence, daily living skills instruction, total communication and communication devices, parent-child relationship, and suggestions for babysitting children with handicaps. A final section briefly describes prevention of handicaps. (CL)

ED 259 558 FL 015 118

Edwards, Jane A.
Two Applications of Computers to Second Language Research.
PUB DATE- Apr 85
NOTE- 11p.; "Transcript Analysis" is the newsletter of the Child Language Data Exchange System at Carnegie-Mellon University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Adults; Child Language; *Comparative Analysis; *Data Processing; Immigrants; *Information Storage; Information Utilization; Language Research; *Programing Languages; *Second Languages; Standards; *Structural Analysis (Linguistics)

The results of an examination of computer data formatting and data analysis strategies from two diverse second language projects and their implications for establishing standards are outlined in the form of suggested formatting conventions and analysis procedures. The formatting suggestions address the issues of distinguishing line types, avoidance of needless variation and random error in typing, the scope of comments and codes, coding, and sub-units or analytic subdivisions within the text. The analysis strategies focus on data selection, data organization to reveal regularities, and data modification through computer-assisted coding. The importance of selecting formatting conventions that are theoretically flexible, computationally flexible, readable by the human eye, quick to type onto the computer, robust against typing error, and expandable is emphasized, and the establishment of a minimal set of conventions to serve as an international standard and to facilitate collaboration and data exchange across projects, including comparisons with first language acquisition research, is supported. (MSE)

ED 259 573 FL 015 135

Davis, Michele S.

Theatre as a Tool in the Language Classroom: Let's Play, Motivate and Learn!

PUB DATE- 85

NOTE- 7p.; For related documents, see FL 015 131-139.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- *Class Activities; *Classroom Techniques; *Drama; *Dramatic Play; *Second Language Instruction; *Student Motivation

Dramatic activities, tasks that unite language learning with bodily movements, voice intonation, emotion, and imagination, may be eased into the traditional classroom structure to enrich and enhance the intellectual aspects of language learning and to motivate students. These activities can be modified to meet the needs and difficulty levels of any class. In one activity, students choose an adjective written on a slip of paper from a hat and act it out for the class using facial expressions, gestures, and sounds. A verb exercise uses twenty-questions or charade techniques. In a noun exercise, students could describe or write a dialog about a person owning the object in a question, or the object could be used to discuss cultural differences. A street corner scene stressing character development can be used for a skit, and impromptu monologs on topics drawn from a hat can be produced. Simple exercises such as these can be brief, imaginative, interesting, and distracting from classroom routines. (MSE)

ED 259 589 FL 015 154

Hoegl, Juergen K.
Developing Educational Resources in Illinois: The Role of Foreign Languages.

SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Feb 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; Educational Change; *Educational Needs; *Educational Planning; Elementary Secondary Education; International Studies; *Language Role; *Language Skills; Postsecondary Education; School Districts; *Second Language Programs; *Statewide Planning; Technology Transfer; Transfer of Training
IDENTIFIERS- *Illinois

National concern for the need for improved education in foreign languages and international studies has met with some response from some states. In Illinois, the response began with a state task force and a five-year educational plan, and current planning is being done in the context of economic development and educational reform needs in the state. The benefits of foreign language proficiency can be seen in improved technology transfer for economic development and information exchange in a variety of areas such as business, agriculture, and engineering, and in research showing increased general academic achievement among students having studied foreign languages. The Illinois State Board of Higher Education has made recommendations concerning college-bound graduates' college-preparatory foreign language study. State agencies should now include foreign languages as a fundamental area of learning with defined outcomes, and suitable proficiency measures are currently available and in use in the foreign language teaching profession. It is very much in the state interest, both educational and economic, to develop foreign language and international studies in the schools. (MSE)

ED 259 603 HE 018 288

Lefever, Ernest W.; And Others
Scholars, Dollars, and Public Policy: New Frontiers in Corporate Giving.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-065-6
PUB DATE- 83
NOTE- 75p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth Street, N.W., Washington, DC 20005 ($5.00, over 5 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Consultants; Decision Making; *Donors; Higher Education; Lobbying; *Organizations (Groups); *Philanthropic Foundations; Policy Formation; Political Influences; *Private Financial Support; *Public Policy; Scholarship

Financial contributions by American corporations that are designed to influence domestic or foreign policies are discussed. After identifying ways that business corporations can influence either general policy or particular decisions, a brief history of corporate philanthrophy in the United States and financial support for public policy purposes is presented. Public policy giving includes support for organizations, movements, and individuals seeking to influence government policies, mainly by producing and disseminating studies, ideas, facts, and recommendations for academic, business, public policy, and other leaders. Six policy guidelines are included to help corporations determine which public policy groups share their political philosophy, and what the relation between donor and recipient should be. To help judge which groups are performing most effectively, criteria are suggested that concern: clear definitions of purposes and programs, the recipients' reputation, management capabilities, present or potential sound financial base, and the recipients' impact on public policy. Sources of information on public policy organizations are described, and profiles of the following consumer organizations are included: Consumer Alert, Center for Auto Safety, and American Council on Science and Health. (SW)

ED 259 617 HE 018 498

Stage, Frances K.; Richardson, Richard C., Jr.
Motivational Orientation within the Tinto Model of College Withdrawal. ASHE 1985 Annual Meeting Paper.
Arizona State Univ., Tempe.

PUB DATE- Mar 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; College Credits; *College Students; *Extracurricular Activities; Grade Point Average; Higher Education; Models; Peer Relationship; School Holding Power; Student Attitudes; *Student Attrition; Student College Relationship; *Student Motivation; Student Participation; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Tinto Theory

The relationships among motivational orientations of entering university freshmen, their involvement in social and academic systems, and persistence/attrition were studied at Arizona State University. Also considered was the applicability of Tinto's theory, which suggests that if background and commitments are equal, the greater the integration of the individual into the system, the greater will be the commitment to the institution and to the goal of college completion. For the random sample of 185 first-year students who were mailed surveys, usable responses were received from 124. The survey combined Boshier's Educational Participation Scales, Pascarella and Terenzini's Institutional Integration Scales, and 21 questions about students' background and participation in college activities. Based on factor analysis and LISREL-VI analysis, findings included: both academic and social integration directly influenced persistence, while satisfaction had almost no effect on persistence. Two background characteristics that had the greatest effect on persistence were mother's and father's level of education. A chart illustrating the operationalization of the Tinto model is provided, along with a list of variables covering student background, academic integration, social integration, and commitment. (SW)

ED 259 631 HE 018 512

Judd, Thomas P.; And Others

A Research Based Approach to Students in Academic Difficulty: Characteristics and Intervention. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Aspiration; Career Choice; Cognitive Style; Community Colleges; Grade Point Average; Higher Education; *High Risk Students; Institutional Research; Intervention; *Low Achievement; Occupational Aspiration; Reading Comprehension; *Reading Skills; Student Attitudes; Student Motivation; *Study Habits; *Two Year College Students

IDENTIFIERS- *ASHE Annual Meeting; Rockland Community College NY

Community college students who experience academic difficulty as measured by grade point average were compared to students not in academic difficulty on five constructs: reading ability, career decisiveness, learning styles, study habits and attitudes, and motivational factors. The 19 students in academic difficulty and 31 students not in academic difficulty completed the following instruments: the Diagnostic Test for Language Skills, the Career Decision Scale, the Learning Styles Inventory, the Survey of Study Habits and Attitudes, and the Personality Research Form. A locally-developed interview consisting of 28 forced-choice and open-ended questions was also used to gain anecdotal data of the same measures included in the five standardized instruments. The interview also addressed other variables that related to Rockland Community College, including enrollment influences, academic aspirations, use of student services, method of academic advisement, satisfaction with the chosen curriculum, and overall satisfaction with the college. It was found that academic difficulty was most closely associated with reading comprehension skills, expectations for academic success, and study habits and attitudes. In addition to four recommendations for colleges, implementation plans in progress at Rockland Community College are identified. (SW)

ED 259 645 HE 018 526

Scott, Robert A.
Comments on the Evolution and Integration of Coordinating Board Functions: Invited Critique of Current Research. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; *Coordination; Decision Making; Educational Quality; *Governing Boards; Higher Education; Policy Formation; Program Evaluation; Public Policy; *State Universities; *Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; *Indiana Commission for Higher Education

Issues of statewide control and coordination of higher education are discussed, based on the experience of the Indiana Commission for Higher Education. The conclusions of two papers are also briefly considered: "State Control of Public Universities and Its Relationship to Academic Quality: Results of a National Study" (Frederick Volkwein); and "Toward the Study of Functional Linkages in Statewide Agencies for Higher Education" (Nancy Jo Westphal). Both papers suggest that existing program review mandated by a statewide board has little impact on quality at public, doctoral-granting research universities. The functions of the Indiana governing board have been performed differently according to the needs at different time periods. The period from 1971 to 1973 was one of growth and differentiation in and among campuses, while the period from 1974 to 1978 involved the development of technical competence and the establishment of databases to promote planning/decision making. The period from 1978 to 1985 included further database/computing development, and planning for cooperative ventures and technologies to provide access. Since late 1983, accountability has been emphasized. Since functions varied during these periods, the board's activities might give the impression of being neither integrated nor balanced. (SW)

ED 259 659 HE 018 540

TELESCAN. Volume 4, Issues 1-10, September 1984-June 1985.
American Association for Higher Education, Washington, DC. Center for Learning and Telecommunications.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 85
NOTE- 122p.; For related documents, see HE 018 537-539.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Broadcast Television; Cable Television; Communications Satellites; *Computers; Conferences; *Distance Education; *Educational Technology; Educational Television; Federal Aid; Federal Legislation; *Higher Education; Program Descriptions; Publications; Public Television; Radio; *Telecommunications; *Teleconferencing; Telephone Communications Systems; Videotex

A digest about how higher education can use new telecommunications technologies, especially to reach students in off-campus settings, is presented. Ten issues of volume 4 of the newsletter "TELESCAN" include information on legislation and trends in the applications of technology-based instruction in postsecondary education. Also included are abstracts and annotated bibliographies of periodical articles, books, and programs which are organized under the technology they address: audio, video, or computer technologies, or combined technologies. Specific categories include: radio, telephone, teleconferencing, broadcast television, cable television, videotex, teletext, satellites, videodisc, videotape, computers, and interactive video. Specific contents cover: awards grants by National Public Radio; 24-hour educational programming provided by Cable 4; an interactive video consortium; current trends in satellite teleconferencing; educational associations' greater focus on telecommunications; a 1985 distance learning conference with representatives from 13 countries; electronic text services; Instructional Television Fixed Service; new distribution systems for telecommunications, including low power television, FM radio, and cable television; and resources in educational telecommunications. (SW)

ED 259 672 HE 018 600

Lundy, Harold W.
A Closer Look at Cost Behavior Patterns and the Implementation of New Programs. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 46p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; *College Planning; *College Programs; *Cost Estimates; Decision Making; Economic Factors; Educational Finance; Expenditures; Higher Education; Income; Institutional Research; *Operating Expenses; Predictive Measurement; *Program Costs; Program Implementation; State Universities
IDENTIFIERS- *AIR Forum; *Grambling State University LA

The way that planning tools can be used to evaluate the economic consequences of implementing new academic programs at Grambling State University (GSU) is considered. The focus is projecting cost behavior for planning and decision making. The following planning tools are examined: cost-volume-revenue analysis, cost behavior analysis and least squares, and differential analysis (incremental revenue and incremental students). Educational and General (E&G) expenditures for five previous years and cost projections for new programs were used to predict fixed cost proportions of E&G expenditures. Two scenarios were prepared to assure accuracy and validity in cost predictions. It was found that the fixed cost proportions of GSU's E&G expenditures were not the same as those of other institutions having similar operating conditions. In addition, financial instability could occur if GSU did not fund a higher level of fixed costs resulting from the proposed new programs. The university's operating budget would have to increase by a minimum of 24 percent per scenario one, and 19 percent per scenario two. Among many graphs and tables are those showing: the relationship of cost and revenue to different levels of volume (the number of students); cost formulas; and the calculation of fixed and variable expenditures. (SW)

ED 259 686 HE 018 614

Cash, R. William; Bissel, H. LeVerne
Testing Tinto's Model of Attrition on the Church-Related Campus. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 40p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at.. (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Church Related Colleges; *College Freshmen; Higher Education; Intellectual Development; *Models; Peer Relationship; Predictor Variables; Student Adjustment; *Student Attrition; Student College Relationship; Student Development; Teacher Student Relationship
IDENTIFIERS- *AIR Forum; *Tinto Theory

The applicability of Tinto's model of retention for first-year students attending church-related colleges and universities is examined. Data collected from entering freshmen at two Midwestern Seventh-day Adventist colleges were used to replicate studies of Tinto's model done in other settings. Based on Tinto's model, indicators of academic and social integration are the student's academic performance, level of intellectual development, and the extent and quality of student-student and student-teacher interactions. Study variables included: students' family background; individual attributes; precollege schooling; academic aspirations; grade point average; students' perceived level of intellectual development; student-faculty contact outside of class; participation in extracurricular activities; and student interaction with peers. Although the discriminant function analysis yielded results accounting for a smaller proportion of the variance in dropout behavior, the results were somewhat consistent with those of the earlier studies. Path analysis of the pooled data, as well as for separate gender and institutional subgroups, provided additional confirmation of the general explanatory power of Tinto's model. Differences found may be due to the sectarian nature of the schools and students studied. (SW)

ED 259 699 IR 011 731

Aldinger, Loviah E.
A Case Study of Curriculum Decision Making in a K-12 Computer Literacy Program.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computers; *Curriculum Design; *Curriculum Development; Curriculum Enrichment; *Elementary School Curriculum; Elementary Secondary Education; School Districts

As more school districts install computers at all grade levels, order and evaluate instructional software, and send educational personnel to computer seminars, curriculum decisions concerning computers become mandatory. To clarify the conditions or factors which might affect the rationality of a school district's decision on computer literacy requirements in the curriculum, a participant observation study was conducted in a midwestern metropolitan area over the period of an academic year. This paper describes the rationale for selection of the specific school district, the methodology used in the study, and the computer literacy issues debated by each of the three committees that were formed to look at specific issues pertinent to grades K-3, 4-6, and 7-12. The three major issues addressed by the committees were: what the term "computer literacy" means for students in grades K-3; whether computer assisted instruction (CAI) or programming should be the emphasis in grades 4-6; and how changes in the computer literacy level of elementary school students would affect the existing computer course for eighth graders. Each committee's deliberations and findings on these issues are reported, and the concluding section discusses limitations of the study and presents recommendations for future action. A list of references is provided. (JB)

ED 259 713 IR 011 746

Educational Technology, E.C.I.A. Chapter 2. Final Evaluation Report.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Mar 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Software; Educational Technology; *Educational Television; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Instructional Improvement; Mathematics Education; Questionnaires; Science Education
IDENTIFIERS- District of Columbia; Education Consolidation Improvement Act Chapter 2

The Planning, Monitoring and Implementing (PMI) Evaluation Model for Decision-Making was used by the District of Columbia Public Schools to monitor their Office of Educational Technology in its efforts to provide direction and coordination for computer related activities, and to plan and implement educational television projects in math and science. The target population included 90,000 students in regular programs, special education, career development, and continuing education, and all teachers and administrators. Included are: (1) background and project objectives; (2) a description of the project; (3) the external evaluation design; (4) the program results; and (5) appendices, which contain the evaluation model schema, sample questionnaires, descriptions of television tapes, summaries of questions for science and math teachers on their rating and use of tapes and on their training for the program, a letter to the Board of Education concerning installation of the KU band down satellite receiver and the telecasting of the teacher training projects, documents verifying planning for summer computer camps, and purpose of the software guide. Evaluation findings show that, through the Office of Educational Technology, the two main aspects of educational technology--instructional television and computer related activities--have been advanced, and effective managment practices were demonstrated. (JB)

ED 259 727 IR 051 152

IFLA Section of Libraries for the Blind. Expert Meeting, 1984. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 139p.; Papers presented at the International Federation of Library Associations (IFLA) Expert Meeting (Amsterdam, Netherlands, August 15-17, 1984). For a related document, see IR 051 160. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiodisc Recordings; *Blindness; *Braille; Developing Nations; Electromechanical Aids; Foreign Countries; International Organizations; Library Associations; *Library Services; Maps; Microcomputers; Program Descriptions; Public Libraries; *Tactile Adaptation; *Talking Books; Technological Advancement; *Visual Impairments

Papers on library services and developments in reading materials for the blind, which were presented at the 1984 Expert Meeting of the IFLA Section of Libraries for the Blind include: (1) "Teaching Map Concepts to the Blind" (R. B. Horsfall and B. Cox, Canada); (2) "Optical Character Recognition 'Reading' for Computerized Braille Production" (Peter E. Hanke, United States); (3) "Computerized Braille Production at the University of Manitoba, Winnipeg, Canada" (Paul E. Thiele, Canada); (4) "Computerized Braille Production at the German Institute for the Blind (GIB/BLISTA), Marburg (Lahn)" (Rainer F. V. Witte, West Germany); (5) "The Compact-Audio-Disc as a Possible Carrier of Talking Books" (Hans Doove, Netherlands); (6) "The Role for a National Library in Providing Library Service for Blind and Physically Handicapped Individuals" (Frank Kurt Cylke, United States); (7) "Development of New Services for the Swedish Library of Talking Books and Braille" (Barry Hampshire, Sweden); (8) "Braille Production via Microcomputers and Central Site Computers" (Theo van der Greft, Netherlands); (9) "Library Services for the Blind and Physically Handicapped in the Kingdom of the Netherlands: A General Survey" (Henry Fidder, Netherlands); (10) "International Postage and Air Freight of Braille and Audio Material" (William C. Byrne, Australia); and three papers by Clifford Law of Australia--(11) "Networks of Library Services for the Handicapped: Is There a Role for a National Library?" (12) a report on the UNESCO (United Nations Educational, Scientific, and Cultural Organization) world survey of catalogs of institutions and libraries holding library material for the blind; and (13) "Report on Moves to Develop an International Copyright Application Form fo the Copying of Library Materials for Print Handicapped Readers." (THC)

ED 259 740 IR 051 165

IFLA General Conference, 1984. Special Libraries Division. Section on Art Libraries; Section on Music Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 91p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Cultural Activities; Cultural Influences; Dance; *Developing Nations; Foreign Countries; Information Needs; International Organizations; Library Associations; Library Collections; Music Appreciation; *Special Libraries; *Visual Arts
IDENTIFIERS- Africa; *Art Libraries; Caribbean; India; *Music Libraries

The five papers in this collection on art and music environments in developing countries were presented at the 1984 IFLA general conference. (1) In "Developing an Art for Life's Sake," Gavin Jantjes, a black South African artist currently living and working in the United Kingdom, offers personal viewpoints on issues relating to the art of the Third World and African contemporary art in particular. (2) In "The Designer in a Developing Country and the Information He Needs," H. Kumar Vyas (India) describes the stages which an artist goes through in transforming ideas into actual design concepts, and specifically addresses the lack of available information about a Third World country's own cultural heritage and steps that have been taken at the National Institute of Design to help students systematically design methods of collecting information. (A detailed checklist entitled "Designer's Method for Documenting Traditional Craft Environment" is included.) (3) In "Vision et Recherche des Formes: Une Contribution Informelle a la Discussion" (Vision and the Search for Form: An Informal Contribution to the Discussion), Arnold Pacey discusses the social and esthetic aspects of design and situations which arise in developing countries when the traditional design does not lend itself to technological innovations. (4) In "L'Esthetique des Arts du Quotidien: Images de l'Afrique Noire et des Caraibes" (Esthetiques of Art for Daily Life: Images from Black Africa and the Caribbean), John Magnus (United Kingdom) focuses on the cultural links between countries on the two sides of the Atlantic Ocean as they are reflected in popular art forms. (5) In "Problems in Collection and Preservation of Music Data in Kenya and Suggested Solutions to the Problems," W. A. Omondi (Nairobi) discusses the present state of documentation in Kenya; the need to document traditional music and dance; the operations of the government's proposed Central Research Committee; and the development, dissemination, and propagation of traditional music and dance. (THC)

ED 259 753 IR 051 198

Collier, Carol; And Others
Collection Analysis Project. Final Report.
Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- May 85
NOTE- 38p.; For related documents, see IR 051 197-203.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; College Libraries; Higher Education; Interlibrary Loans; Library Acquisition; *Library Collection Development; Library Personnel; Occupational Information; Operations Research; *Organizational Effectiveness; Policy Formation; Preservation; Resource Allocation; Self Evaluation (Groups)
IDENTIFIERS- Association of Research Libraries; Resource Sharing; *University of Wyoming

This final report of the University of Wyoming's Collection Analysis Project, which was undertaken to analyze strengths and weaknesses of the library's existing collection development program, presents recommendations on several facets of the collection development process. These recommendations cover: (1) organizational placement of the collection development function; (2) assignment and division of duties among collection development personnel; (3) monitoring of university instructional and research trends; (4) allocation of resources for maximum effectiveness; (5) formalizing of processes for writing and ratifying collection development policies; (6) institution of an ongoing program of collection analysis; (7) improvement of resource sharing activities; and (8) institution of a formal program for preservation of library resources. The formal charge to the project study team and position descriptions for collection development officer, head of acquisitions, and conservation coordinator are appended to this report. (MBR)

Jones, Steven W.
How to Sell Your Institution on EEO/Retention.
PUB DATE- 26 Jun 85
NOTE- 14p.; Paper presented at a Conference of the State University System of Florida (Orlando, FL, June 26-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Change Strategies; *Equal Education; *Organizational Change; Public Opinion; Public Relations; *School Holding Power; Student Attrition; Two Year Colleges

Presidents and top-level administrators often need to hear more than the obvious reasons to maintain a commitment to retention programs, equal access, and equal opportunity. The most potent arguments center on appeals based on the costs of not having a well-managed program of equal educational opportunity, (e.g., litigation costs, tarnished image, recruitment impacts, and enrollment/revenue losses) and not implementing a student retention program (e.g., mission failure, negative public relations, and lost revenues). An awareness of the following strategies can promote the effective negotiation of changes on campus: (1) gaining administrative support by appealing to the "college purpose," illustrating the impact of student attrition, focusing on costs and student opinion, and highlighting marketing benefits; (2) establishing cooperation between academic and student affairs areas; (3) building faculty support by personalizing the approach, building "ownership" into the programs, and recognizing faculty participants; (4) building campus support; (5) beginning with a pilot project; and (6) drafting program proposals. These approaches should be used sensibly, avoiding extreme zealousness, to enhance the success and visibility of the equal educational opportunity/retention program. (AYC)

ED 259 782 JC 850 414

Panzer, Irving D.
Instructional Strategies for Effective Teaching in a Multilingual Vocational Classroom.
PUB DATE- May 85
NOTE- 12p.; Paper presented at the Annual National Conference on Teaching Excellence and Conference of Administrators (7th, Austin, TX, May 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Community Colleges; English (Second Language); *Immigrants; *Limited English Speaking; Refugees; *Teaching Methods; *Vocational Education
IDENTIFIERS- Houston Community College TX; Vocational English as a Second Language

With the influx of increasing numbers of limited English speaking (LES) people into the Houston area, Houston Community College has implemented a number of programs to provide vocational training to LES adults. The first program was the Indochinese Program, later called the Refugee Program, which has assisted over 36,000 refugees since 1976. Program participants receive survival English as a Second Language (ESL) training until they are able to enroll in a vocational or technical training class offered in English. The main problems with the Refugee Program have been the lack of time available to bring the student to the level of English fluency required in the workplace, and the frustration experienced by students and instructors at the length of time required to reach a level of employability. In order to deal with this problem, a bilingual vocational training program was initiatated. In this program, vocational instruction is offered in the native language, with ESL instruction offered concurrently. As the student's English fluency increases, English is used in the vocational classroom. As successful as the bilingual vocational training program has been, it has not solved all of the difficulties involved in providing services to students in a mainstream vocational classroom made up of speakers of a variety of languages when the instructor is monolingual English speaking and the instructional materials are not available in the students' languages. Resolving these difficulties depends upon the instructor's willingness to provide the tools, information, and guidance needed; and upon the use of outside resources such as ESL instructors, the media department, and student volunteers. (AYC)

ED 259 796 JC 850 430

Keating, Joseph P.
Principles for Community College Finance: Discussion Paper.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 85
NOTE- 17p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, September 12-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; *Community Colleges; *Educational Finance; Educational Legislation; *Financial Policy; Governing Boards; *Policy Formation; State Legislation; Two Year Colleges
IDENTIFIERS- *California

In preparation for the 1987 demise of the current community college funding mechanism in California, this discussion paper reviews the current fiscal situation in the state and considers the needs that should be addressed in the finance mechanism that would become effective in July 1987. Background information is presented on the history of the California community college system. A discussion of community college finance focuses on the three primary sources of funding: student enrollment fees (4.5% of the total general appportionment funds in 1984-85), local property taxes (27.9%), and state appropriations (67.6%). A history of changes in community college funding is presented, including a chronology of the legislation determining funding mechanisms since 1907. Following a discussion of the principles of community college finance adopted by the Board of Governors in December 1982, the paper examines current financial problems and possible solutions. The Board of Governors' finance principles for community colleges are appended. (LAL)

Vocational ESL Master Plan. Revised 1979.
San Francisco Community Coll. District, Calif.
PUB DATE- 79
NOTE- 189p.; For the previous edition, see ED 134 015. For related documents, see JC 850 444-445.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Community Colleges; *English (Second Language); Program Development; Second Language Instruction; *Second Language Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- Vocational English as a Second Language

In recognition of the growing importance of Vocational English as a Second Language (ESL), this master plan for the San Francisco Community College District (SFCCD) outlines program objectives, curricular information, course objectives, and instructional materials for the District's Vocational ESL programs. The introduction identifies the audience served by the programs; the differences between vocational ESL, ESL, and vocational education; the differing methodologies of ESL and bilingual education; and the goals of bilingual/bicultural education. Next, a section devoted to the master plan describes curriculum organization, use of the Vocational ESL Master Plan, and the evaluation of student performance. The next section specifies course objectives related to getting a job, holding a job, and moving ahead, including general objectives, language objectives, cultural awareness objectives, and objectives related to contextual areas. The final section presents methods and materials for teaching vocational ESL, including sample lesson plans. Appendices include information on Vocational ESL programs in the SFCCD, including history, center addresses, Vocational ESL Certificate Programs, and Vocational ESL Class Descriptions; and a listing of resources and publishers. (LAL)

ED 259 825 PS 014 934

Schaefer, Charles E.
How to Talk to Children about Really Important Things.
REPORT NO.- ISBN-0-06-091162-X
PUB DATE- 84
NOTE- 172p.
AVAILABLE FROM- Harper and Row, Publishers, 10 East 53rd Street, New York, NY 10022 (Cloth, $12.95--ISBN-0-06-015352-0; Paper, $5.95--ISBN-0-06-091162-X).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accidents; Birth; *Childhood Needs; *Coping; Death; Diseases; Family Life; Homosexuality; *Interpersonal Communication; *Parent Child Relationship; Religion; Sex; Sex Education; Sexual Abuse; *Social Problems; *Stress Variables; War
IDENTIFIERS- Advisory Approach; Love

The purpose of this book is to help parents and surrogate parents think about what they want to say to their children about important life issues, especially at times of stress or when significant events are taking place in children's lives. The advice offered is directed to parents of children between the approximate ages of 5 and 12 years. Part I deals with stressful life experiences. Topics include moving to a new home, a new baby in the family, being adopted, starting school, repeating a grade, sleep-away camp, visits to the doctor and dentist, accidents, going to the hospital, going to a mental health professional, sexual abuse, victims of sexual abuse, talking with a critically ill child, death of a loved one, death of a pet, disasters, divorce, remarriage and stepparenting, the alcoholic parent, and other family crises. Part II focuses on concerns of youth. Topics include talking about sex and sex education, where babies come from, sex play and masturbation, preparing a child for puberty, homosexuality, pornography, the meaning of love, God and religion, the meaning of death, war and nuclear weapons, money and work, prejudice, risk taking and failure, sports, music lessons, and Santa Claus. (RH)

ED 259 840 PS 015 178

Williams, Karen A.

What Research Says about Grade Retention and Academic Achievement.

PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Educational Practices; Elementary Education; *Grade Repetition; Literature Reviews; Sex Bias; Student Attitudes
IDENTIFIERS- Research Results

Research seems to indicate that grade retention of students may benefit students academically. However, other studies suggest that grade retention does not improve the achievement of problem students, does not ensure significant gains in achievement, affects boys twice as often as girls, and occurs frequently for children with learning, behavior and health problems. Traits associated with the retained student are low confidence level; poor language development; inadequate social foundations; and first language other than English. Most students retained view retention as a personal failure, not as a way to achieve. Grade retention tends to be most beneficial for students who are low achievers and immature. The use of retention and its effect on student achievement remains controversial. Research findings are inconclusive regarding retention, nor does current research support grade retention as a means of raising student achievement. (RH)

ED 259 854 RC 015 351

Washington State Johnson O'Malley Indian Education 1983-84 Annual Report.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Dec 84

NOTE- 65p.; For an earlier report, see ED 245 870.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *American Indian Education; Attendance Patterns; Cultural Awareness; Dropouts; Educational Finance; *Educational Objectives; Elementary Secondary Education; Extracurricular Activities; *Federal Programs; High School Graduates; Mathematics Achievement; Parent Participation; Parent School Relationship; *Program Descriptions; *Program Effectiveness; Reading Achievement; Recognition (Achievement); Tutorial Programs

IDENTIFIERS- *Johnson O Malley Act; *Washington

In 1983-84, Johnson O'Malley Indian education programs operated in 17 public schools and 2 tribal preschools in Washington state, serving 1,7[illegible] students with a budget of $222,421. The overall objectives of the programs for Indian students were to increase reading and math proficiency, improve the high school graduation rate, promote cultural and ethnic awareness activities, provide individualized tutoring, increase participation in extracurricular activities, provide incentives for special achievement, and encourage closer contact between teachers and parents. Evaluation of the objectives showed mean achievement scores (reported as Normal Curve Equivalents) up 2.6 points in reading and 5.8 points in math over 1983 scores. The high school dropout rate was 1.7% compared with 13% in 1983. Cultural activities were reported by 42% of the programs, a decrease of 25% from 1983. Individual tutoring sessions totaled 27,127 or an average of 173 sessions per child. Indian students participated in various extra-curricular activities including student government, band, and athletics. The incentive program for special achievement distributed 1,333 awards. Closer contact between teachers and parents was promoted by numerous activities including a 3-day workshop for parents. The report provides a directory of the 19 Johnson O'Malley programs and includes their specific objectives and evaluations. (JHZ)

ED 259 868   RC 015 406

Collinge, William B., Comp.
A Bibliography on Native American Child and Family Welfare.
California Univ., Berkeley. School of Social Welfare.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Sep 82
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; *American Indians; *Child Welfare; Family Life; *Family Problems; Health Needs; Higher Education; Mental Health; *Social Problems; Social Services; Social Support Groups; *Social Work; Sociocultural Patterns; Tribes; Urban American Indians

Compiled for social work students and human service workers concerned with Native American children and families, this bibliography cites 648 entries from the social science literature. Emphasis is on the problems of Native American children and families, the characteristics of their institutions, and the nature of the organized and informal networks that provide them with support and services. Citations represent those available through early 1982. They are arranged alphabetically by author and each is crossed-referenced to the topical index. Library of Congress call numbers, when available, are listed, and codes are provided for locating references in the University of California library system. The topical index lists some 200 topics followed by index numbers identifying the related entries in the bibliography. There are, for example, 6 entries listed under the topic of family planning, 44 under urban Indians, 3 under family law, and 5 under exceptional children. Topics include social and family problems, health issues, individual tribes, states, organizations, and specific legislation affecting American Indians. (JHZ)

ED 259 493 EC 180 229

Stevens, Suzanne H.
Differences to Celebrate.
PUB DATE- Feb 85
NOTE- 5p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cerebral Dominance; Classroom Techniques; Elementary Secondary Education; *Learning Disabilities; Student Characteristics; *Teacher Student Relationship; Teaching Methods

A teacher of learning disabled (LD) students reviews characteristics associated with right brain functioning and notes the ways in which LD students may exhibit such skills, often to the dismay of teachers interested in classroom order. Examples cited are children with unique spatial abilities, with needs to relate to concrete experience, with autistic temperaments and extreme sensitivity, with an expanded focus of attention, and with caretaker qualities. The beneficial side of each of these qualities is suggested and brief management suggestions are offered. (CL)

ED 259 509 EC 180 245

Courtnage, Lee
Interdisciplinary Team Training: A National Survey of Special Education Teacher Training Programs.
Dissemin/Action Products Center, Vienna, VA.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.
PUB DATE- 84
NOTE- 25p.; Use of colored paper may affect legibility.
GRANT- G008200310
AVAILABLE FROM- Dissemin/Action Products Center, 9618 Percussion Way, Vienna, VA 22180 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Higher Education; *Interdisciplinary Approach; National Surveys; Professional Education; *Teacher Education; *Teamwork

A survey was conducted nationally to determine the number of colleges and universities involved in team training and the manner in which training is provided. Results indicated that 48% of the 360 responding institutions do not offer team training. Of those programs with team training, the majority infuse the training components into existing courses/practica. Among other findings were that the majority of institutions which provide interdisciplinary training require team training of special education majors; that team training components follow closely to team operations found in school settings; and that very little inservice team training is given by special education teacher trainers. Recommendations are made, including that interdisciplinary team training should be made available to all student trainees in the appropriate career areas, regardless of major. (CL)

Wehman, Paul, Ed.; Hill, Janet W., Ed.
Transition From School to Work.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
PUB DATE- 85
NOTE- 119p.; Section II of: Competitive Employment for Persons with Mental Retardation: From Research to Practice. Volume I (EC 180 259).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Daily Living Skills; Developmental Disabilities; *Education Work Relationship; Employment Potential; High Schools; *Mental Retardation; Models; Transitional Programs; *Unemployment; Vocational Education

Six papers address issues in the transition from school to work for mentally retarded and developmentally disabled young adults. The first presents a three-stage vocational transition model emphasizing functional curricula, integrated services, community-based instruction, involvement of parents and adult services representatives, and a diversity of options for the client. The second paper presents findings from interviews with 300 parents of young adults with mental retardation. An overall unemployment rate of 58% was revealed. The third paper discusses employment-oriented instructional guidelines and curriculum suggestions for students at elementary, intermediate, and secondary levels. A study of community integration of 300 young adults is presented in the fourth paper, with results indicating that the individuals were generally satisfied with their present situation. Paper 5 describes a study of the employment status of 117 young adults with moderate, severe, or profound mental retardation. High unemployment rates of nearly 88% were found with only 14 persons holding real jobs in nonsheltered work environments. The final paper applies the supported work model to job placement of students in the public schools. (CL)

ED 259 542 EC 180 278

Parents Can Be the Key to an Appropriate Education for Their Handicapped Child = Niam Txiv Muaj Peev Xwm Yog Tus Yawm Sij Rau Txoj Kev Kawm Ntawv Rau Nkawv Tus Menyuam Xiam Oos Qhab.

PACER Center, Inc., Minneapolis, MN.

PUB DATE- 85

NOTE- 57p.; For related documents, see EC 180 277-279.

AVAILABLE FROM- PACER Center, Inc., Parent Advocacy Coalition for Educational Rights, 4826 Chicago Ave. South, Minneapolis, MN 55417-1055 ($3.00).

LANGUAGE- Hmong; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Child Advocacy; Civil Rights; *Disabilities; Elementary Secondary Education; Federal Legislation; *Handicap Identification; Individualized Education Programs; Parent Role; *Special Education; Student Evaluation

IDENTIFIERS- *Minnesota

The booklet presents, in English and Hmong (Southeast Asia), answers to questions concerning the rights of handicapped children and their parents. Topics addressed include a summary of changes brought about as a result of federal court decisions as well as state and federal laws, types of eligible disabilities, ages of eligibility, assessment procedures and parent role in assessment, the Individualized Education Program (IEP), related services, components of a good IEP, parent involvement in IEP, the planning process in special education, due process hearings, mediation, good communication between parents and schools, the parent's role as advocate, and Minnesota state resources for handicapped children and Families. (CL)

ED 259 559 FL 015 119

Stemberger, Joseph Paul
Overview of Adult Speech Error Corpora.
PUB DATE- Apr 85
NOTE- 9p.; "Transcript Analysis" is the newsletter of the Child Language Data Exchange System at Carnegie-Mellon University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Adults; *Databases; Data Collection; Directories; Dutch; English; *Error Patterns; German; Information Storage; Japanese; Language Research; Languages; Norwegian; *Oral Language; Portuguese; *Research Projects; *Structural Analysis (Linguistics); Swedish; Thai

A listing of substantial, known adult speech error corpora includes seven major corpora in English, 11 in languages other than English (German, Swedish, Dutch, Norwegian, Portuguese, Japanese, and Thai), information on seven collectors of smaller English samples, and two references for anecdotal samples, one in French and one in Welsh. Each major listing includes the collector's name and address, the language, corpus size, error types included, collection methods, transcription status, and availability to the public. Notes on the definition of standard collection procedures are also included. (MSE)

ED 259 574 FL 015 136

Sposet, Barbara
Reach Out and Touch Some One: Using Community Resources.

PUB DATE- 85
NOTE- 3p.; For related documents, see FL 015 131-139.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Colleges; College School Cooperation; *Community Resources; German; Inservice Teacher Education; Language Teachers; Professional Associations; School Community Relationship; *Second Language Instruction; Spanish

A variety of local resources are available to language teachers to enhance their classroom activities and provide inservice training opportunities for themselves. Examples include: local colleges that may allow teachers to sit in on classes, provide an instructor to speak to a secondary language class, or offer a speakers bureau service; professional meetings through which a teacher can find pen pals for students or set up materials exchanges; commercial resources such as markets or catalog services offering ethnic foods and supplies; the teacher's own experiences, periodicals, or local organizations that might lend themselves to exchange opportunities or class activities. (MSE)

ED 259 590 FL 015 156

Takahashi, Tomoko

Language Transfer and the Acquisition of Patterns of Lexico-Semantic Correspondence.

PUB DATE- 85

NOTE- 36p.; Revised version of paper presented at the Los Angeles Second Language Research Forum (Los Angeles, CA, February 23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjectives; Difficulty Level; English (Second Language); *Interlanguage; Japanese; *Second Language Learning; Semantics; *Transfer of Training; Verbs; *Vocabulary Development

An investigation of the language transfer in second language (L2) lexico-semantic development looked at the relationship of the level of L2 proficiency and interlingual patterns of lexico-semantic correspondence. The linguistic categories used were verbs and adjectives. Relative degrees of difficulty for L2 learners were determined for four interlingual patterns: congruence, convergence, divergence, and semantic gap. It was hypothesized that the patterns would show an order of difficulty such that convergence would be more difficult than congruence and semantic gap would be more difficult than divergence. A short-answer test on these patterns was administered to 300 Japanese studying English in Japan, and results showed that within the verb condition, the patterns' order of difficulty was, in ascending order, congruence-divergence-convergence semantic gap, and for the adjective condition the order was congruence-convergence-divergence-semantic gap. Individual analyses of stimuli indicated that L2 semantic development is constrained by language transfer interacting with other factors such as specific-exemplar learning. (MSE)

ED 259 604 HE 018 291

New Partnerships for New Jersey: A Financial Strategy for Academic Distinction. Report of the Committee on Future Financing of Rutgers, The State University of New Jersey.
Rutgers, The State Univ., New Brunswick, N.J.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; Change Strategies; *College Planning; Federal Aid; *Financial Policy; Fund Raising; Higher Education; *Institutional Advancement; Private Financial Support; Real Estate; *School Business Relationship; *State Aid; *State Universities; Statewide Planning; Tuition
IDENTIFIERS- Blue Ribbon Commissions; *Rutgers the State University NJ

A financial plan to help Rutgers, The State University of New Jersey achieve national stature is considered. Fundamental principles of the financial strategy include: as New Jersey's only comprehensive public research university, Rutgers is in a position to advance the development of New Jersey; the state should provide the university with the basic instructional and research support and facilities needed to compete for faculty, students, research projects, and private funds; fund raising should be supplemental to a basic level of state support; and the university should provided education opportunities for a diverse New Jersey citizenry. Recommendations for the state and for Rutgers are offered concerning: state and federal funds, tuition, business-university cooperation, private giving, real estate resources, and bonding. Specific recommendations include: the state should allocate a permanent $20 million addition to the operating base of Rutgers; the university should develop a detailed inventory of resources, needs, and advantages for increased business cooperation; and the university should expand its fund raising staff and programs. A list of members of the Committee on Future Financing of Rutgers University is included. (SW)

ED 259 618 HE 018 499

Graham, Steve
Factors Related to Educational Participation among Adults. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Age Differences; Career Choice; College Credits; *College Graduates; College Students; *Continuing Education; *Enrollment Influences; Graduate Surveys; Higher Education; *Income; Major (Students); Predictor Variables; *Student Motivation
IDENTIFIERS- *ASHE Annual Meeting

Students enrolled in formal continuing education classes were studied to determine if their motivations were similar. Eighty-six percent of the students were enrolled in formal credit courses. Students were also compared to graduates who did not continue their education. Included in the analysis were college graduates (23-62 years old) from 46 schools who had a bachelors degree but had not yet completed an advanced degree. Those involved/not involved in formal continuing education were compared on the variables of age, sex, income, occupation, college major, years since graduation, learning ability, effect of education on quality of life, satisfaction with the challenge of work, satisfaction with job advancement potential, satisfaction with career potential, satisfaction with salary and benefits, and education and occupational congruency. Variables that were significantly associated with continued schooling were: age, income, years since graduation, college major, present occupation, and satisfaction with current salary and benefits. A high percentage of persons earning $9,000-$14,999 were among those continuing their education. Those over age 30 participated in continuing education more than did the 23-24 age group. Many of the results were consistent with findings of other similar studies. (SW)

ED 259 632 HE 018 513

Hunter, Deborah E.

What Prolific Higher Education Scholars Have to Say about Their Careers. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 56p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Authors; *College Faculty; Decision Making; Educational Background; Family Influence; Graduate Study; High Achievement; Higher Education; Mentors; Peer Influence; Personality Traits; *Productivity; Professional Development; Professional Recognition; *Researchers; Research Projects; *Scholarship; Work Environment; *Writing for Publication

IDENTIFIERS- *ASHE Annual Meeting

Educational, professional, and personal factors considered by prolific scholars as important in their high productivity were identified, along with work setting influences. Scholars were selected based on: the number of their periodical entries in selected journals during 1979-1983; nominations from knowledgeable sources such as journal editors; their current professional position; field of study; number of years since receipt of doctoral degree; and gender. Seven of 18 individuals selected for interviews were women; 12 were either faculty or institutional researchers, and 6 were administrators. A 19-item interview protocol was administered, which included questions about graduate school experiences, socialization patterns, family life influences, and personality traits that are positively related to research and publishing. In addition to significant relationships with colleagues, mentors, and family, patterns of scholarly activities were assessed, including time allocation for inquiry-related activities. Also considered were decision points during the career, and research-related coursework and experiences in graduate school. Six conclusions about prolific scholarship in higher education as a field of study are offered. (SW)

ED 259 646 HE 018 527

Adams, Charles S.; Campbell, Johnston
Improving Retention and Performance: A Case of Useable Attention.
ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Advising; *Academic Persistence; Basic Skills; *College Students; *Educational Innovation; Feedback; General Education; Graduation Requirements; Higher Education; Learning Experience; Longitudinal Studies; Performance Contracts; Program Evaluation; *Student Development; Student Evaluation; *Student Motivation
IDENTIFIERS- *ASHE Annual Meeting; *University of Massachusetts Amherst

Results are presented of a 10-year longitudinal study of students who completed the Inquiry Program (IP) at the University of Massachusetts-Amherst, which provides an alternative approach for meeting most general education requirements. Standard performance measures and questionnaires completed by program graduates were examined. Compared to other students in the entering class, IP students scored about average on the Scholastic Aptitude Test. Based on their high school grades and class rank, IP students were expected to complete a degree program but not to distinguish themselves. It was found that 50 percent of university students graduated with their entering class, compared to 76 percent of IP students. In addition, 65 percent of IP students completing their program received honors degrees, and 50 percent entered graduate school. Six components of the program are discussed: advising; a learning contract between student and a tutor; regular evaluations; emphasis on learning how to learn, basic skills, and understanding of scholarship and research; a learning portfolio; and bringing formal closure to the student's lower division general education. In addition to a discussion of the affective learning aspects of the program, attention is directed to the way that ritual can promote student growth. (SW)

ED 259 660 HE 018 541

Lenth, Charles S.
Federal Student Aid Programs in the West: Funding and Distribution.
Western Interstate Commission for Higher Education, Boulder, Colo.

PUB DATE- May 85
NOTE- 39p.
AVAILABLE FROM- Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Federal Aid; Federal State Relationship; Geographic Regions; Higher Education; Need Analysis (Student Financial Aid); Private Colleges; Proprietary Schools; *Public Policy; Resource Allocation; *State Aid; State Colleges; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Pell Grant Program; *United States (West); Western Interstate Commission for Higher Education

Ways in which student financial aid programs affect the distribution of resources within postsecondary education are examined. Attention is directed to: (1) funding trends in the major federal student aid programs since 1970-1971; (2) the distribution of total Pell Grant resources among sectors and programs of different lengths, (3) the distribution of Pell Grant resources to students in different states, and (4) state-funded programs that work with federal programs to provide supplementary need-based student grants. Fourteen states affiliated with the Western Interstate Commission for Higher Education are used to examine issues 3 and 4. Concerns that directly affect colleges and state systems are identified: increased federal support for need-based grants and reduction of directed assistance programs; sharp increases in student reliance on borrowing for college; the expansion of state roles in providing all types of student assistance; shifts in the distribution of total Pell Grant support from students in public institutions to students in proprietary programs, and from four- and two-year degree programs to shorter nondegree programs; and a growing disparity between total Pell Grant disbursements received by students in particular states and those states' proportions of total postsecondary enrollments and population. (SW)

ED 259 673 HE 018 601

Glover, Robert H.

Designing a Decision-Support System for Enrollment Management. AIR 1985 Annual Forum Paper.

PUB DATE- May 85

NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; College Administration; *College Admission; College Applicants; College Planning; *Computer Oriented Programs; Computer Software; Decision Making; *Enrollment Projections; Higher Education; Institutional Research; *Management Information Systems; Marketing; Student Characteristics; Student Financial Aid; Student Needs; *Student Recruitment; Systems Development

IDENTIFIERS- *AIR Forum; *Decision Support Systems; University of Hartford CT

University of Hartford's decision-support system for enrollment management, which uses fourth-generation software tools, is described, with attention to the conceptual framework, design and implementation plan, and progress to date. The university's planners, institutional researchers, and admissions and financial aid officers are cooperating in the development of a distributed processing strategy for enrollment management in order to satisfy operational reporting and decision support requirements. The use of EASYTRIEVE PLUS, a user-friendly report generator, and ADDS III, an application development system currently programmed in dBASE III, is discussed. In addition to noting ways to predict the prospective applicant population, attention is directed to approaches that can be used to identify competitor schools and the university's image in student recruitment. Additional components of the enrollment management system are covered: market selection and direct mail applications, evaluation of recruitment strategies, forecasts of enrollment and student flow, academic prediction, prediction of admission yield, data on student characteristics, student need/satisfaction surveys, student financial aid, student retention, instructional income and revenue, and alumni follow-up. (SW)

ED 259 687 HE 018 615

Seppanen, Loretta J.
Using Relational Data Base Management Systems Capabilities to Increase the Usefulness of Open-Ended Survey Responses. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Computer Oriented Programs; *Computer Software; *Databases; Higher Education; Management Information Systems; *Microcomputers; Research Methodology; Research Problems; *Statistical Analysis; *Surveys
IDENTIFIERS- *AIR Forum; *Open Ended Questions

The use of Relational Database Management Systems (RDBMS), a type of microcomputer application software, to analyze open-ended survey questions is discussed. Using open-ended questions allows researchers to ask respondents to express themselves freely about their attitudes and beliefs. This approach also can elicit a precise answer even though the list of possible answers is too large to list in the instrument or too long for most respondents to read (such as student major or home town). The characteristics of an RDBMS that allow for analysis of open-ended questions are: flexibility to create fields after the database has been designed, ability to join databases, and ability to sort on any field in the database. RDBMS can handle unstructured data and can use the relational operators "join" and "project" when using CONDOR, or the relational operator "copy" when using dBASE. The RDBMS can be used to clarify who is responding to open-ended questions in surveys, thus making the comments more useful, even in cases of underenumeration. The underenumeration problem can also be approached through effective design techniques. Another feature of RDBMS is that it allows the creation of a data entry screen. In addition to identifying technical considerations related to the use of RDBMS, an example of the automated Q-sort is provided. (SW)

ED 259 700 IR 011 732

Fletcher, Stephen H.
Cognitive Abilities and Computer Programming.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; Cognitive Measurement; Cognitive Structures; Cognitive Tests; *College Students; Computers; Higher Education; *Programing; Regression (Statistics)
IDENTIFIERS- BASIC Programing Language

To better determine the cognitive abilities needed for computer programming, a study was done using 41 junior and senior level college students majoring in social and behavioral sciences at a Los Angeles area university. The subjects were first tested to determine their cognitive abilities with regard to spatial ability, field dependence/independence, general reasoning or non-verbal intellect, analytic versus holistic processing, and math skills. These results were then compared with the results of a test of the subjects' computer programming skills after 10 weeks of computer instruction. Results of this comparison show a positive correlation between computer programming and several cognitive abilities. A comparison of the results of this study with those of a similar study done by Shaha (1983) using graduate students indicates that this study verifies Shaha's findings with one major exception--the order of regression coefficients for overall programming ability. A table of regression coefficients and a bibliography are attached. (Author/JB)

ED 259 714 IR 011 747

Kurshan, Barbara; Williams, Joyce
The Effect of the Computer on Problem Solving Skills.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Computer Assisted Instruction; *Computer Literacy; Grade 7; Junior High Schools; *Junior High School Students; *Microcomputers; *Problem Solving; Sex Differences; *Skill Development

This report presents the results of a study conducted to determine if the use of a microcomputer increases the problem solving ability of junior high school students. Two seventh grade classes from similar schools in the state of Virginia were selected for the study. The first group was exposed to introductory computer literacy skills and simple computer programming exercises for an entire year in a microcomputer laboratory, while the second group was not given computer instruction. The results indicate that the students exposed to computers show increased problem solving ability and that there are some differences in problem solving skills between boys and girls exposed to the computer. It is concluded that the computer is a useful tool for increasing problem solving skills and recommendations are made for curriculum changes and additions, including specific microcomputer software packages and computer activities that could further increase problem solving skills enhanced by the use of the computer. (Author/JB)

ED 259 754 IR 051 199

Shelton, Diana; And Others

Report of the Task Force on Allocations Practices.

Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- May 85
NOTE- 65p.; For related documents, see IR 051 197-203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; College Libraries; Financial Support; Higher Education; History; *Improvement Programs; Library Acquisition; *Library Collection Development; *Library Expenditures; Library Materials; Needs Assessment; Nonprint Media; Online Systems; Operations Research; Records (Forms); *Resource Allocation; Serials
IDENTIFIERS- Association of Research Libraries; *University of Wyoming

This task force report examines the University of Wyoming's current allocation practices, the allocations themselves, and the expenditure process according to how effectively they support the university library's collection development goals. Individual aspects of the current allocation process are reviewed, including the university budget planning process; the process of internal allocations and expenditures of library materials funds, particularly approval plans, serials/monographs, format, location, and non-material allocations; and the process of obligation and expenditure of allocated funds. Strengths and weaknesses of the current allocations and expenditure process are discussed. Recommendations are presented for allocations, use of qualitative data to establish subject allocations, subject specialist/liaison responsibility for allocation expenditures, allocation by subject, nonprint formats, approval plans, serials/periodicals allocations, internal library allocations, payment of non-material fees from acquisitions funds, and an automated online acquisitions system. The formal charge of the Task Force on Allocations Practices, annual allocation procedure schedule, summary of factors of major allocations formulas, allocation request forms, suggested subject categories for library allocations, and a list of automated acquisitions system features are appended. (MBR)

ED 259 768　　　　JC 850 400

Ladwig, Dennis J.
Quality/Performance Circles Three Years after Implementation.
PUB DATE- 9 Aug 85
NOTE- 16p.; Paper presented to Nova University for presentation at the Annual Practitioners' Hall of Fame (8th, Tucson, AZ, August 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employee Attitudes; *Participative Decision Making; Program Descriptions; Program Development; *Program Effectiveness; Two Year Colleges
IDENTIFIERS- *Lakeshore Technical Institute WI; *Quality Circles

An overview is provided of the development of quality/performance circles at Lakeshore Technical Institute (LTI), Wisconsin, and of the projects undertaken through the quality/performance circle program during its 3-year history. First, background information is provided on the use of quality circles in Japan and the United States, including information on required elements for successful quality circles, the benefits that may be accrued through such efforts, and the characteristics of LTI. After highlighting the reasons for initiating the quality circle program at LTI, the paper outlines the procedures used to implement the program: (1) board approval; (2) collegewide invitation to participate in an orientation to the quality/performance circle system; (3) literature review; (4) surveys regarding decision-making and problem-solving processes at LTI conducted before and after the implementation of the quality/performance circle program; (5) assessment of the management style of LTI personnel; (6) survey regarding the impact of the quality/performance circle program; and (7) personnel selection according to work classification. Major conclusions regarding the program after its first year of implementation are presented, followed by a listing of the 16 goals and projects addressed by the program (e.g., the development of an idea/suggestion memo system, a recognition and retirement program, and a wellness program for staff members). Finally, conclusions stressing the positive results of the quality/performance circle program at LTI are presented. (AYC)

ED 259 797 JC 850 431

Wattenbarger, James L.; Mercer, Sherry L.
Financing Community Colleges, 1985.
Florida Univ., Gainesville. Inst. of Higher Education.
SPONS. AGENCY- National Council of State Directors of Community-Junior Colleges.
PUB DATE- 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Problems; *Budgeting; Budgets; *Community Colleges; Costs; *Educational Finance; *Educational Trends; Federal Aid; Fees; Financial Policy; *Financial Support; Full State Funding; National Surveys; *State Aid; Two Year Colleges

Based on data provided by state directors of community/junior college education, this report reviews state approaches to community college financing. The report includes information from 41 states, representing 96.5% of the total community college enrollments in the country. Section I addresses state-level concerns in community college finance, indicating that the relative effectiveness of state-level agency activities is evaluated on the basis of how well the agency identifies resource needs, acquires the resources, allocates the resources, supervises the utilization of resources, and accounts for the use of resources. Section II provides brief summaries of the current financial situation in each responding state. Section III contains statistical data reflecting general trends and changes in sources of funds, expenditures per full-time equivalent (FTE) student, operating funds by source, capital outlay fund sources, and student fees. Finally, section IV analyzes trends and offers conclusions. (AYC)

Rassweiler, Anne D., Ed.; Hylander, Joan W., Ed.

Proceedings of the Community College Humanities Association, Number 6, 1984-1985.

Community Coll. Humanities Assoc., Cranford, N.J.
PUB DATE- 85
NOTE- 77p.
AVAILABLE FROM- Community Colleges Humanities Association, Union County College, 1033 Springfield Ave., Cranford, NJ 07016.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Colleges; *Educational Objectives; *Ethical Instruction; *Humanities; *Humanities Instruction; *Professional Associations; Two Year Colleges
IDENTIFIERS- *Community College Humanities Association

A series of reports reflecting the activities of the Community College Humanities Association (CCHA) are presented in these proceedings. The first article, "Teaching Professional Ethics: Proceed, But with Caution," by Richard A. Wright, argues that extreme care must be taken in developing and teaching professional ethics, discussing what is involved in ethics instruction and the problems that may arise. The next sections provide the proceedings of the annual meetings of CCHA's Central, Eastern, Pacific-Western, Southern, and Southwestern Divisions, including the presidents' reports and minutes of the business meetings. In addition, the proceedings of the Board of Directors meeting, and report of the Committee on the Status and Future of the Humanities are provided. The following sections contain a bulletin of upcoming events, a list of CCHA general endowment fund contributors, membership lists, the CCHA constitution, and a list of standing committee members. (AYC)

ED 259 826   PS 014 978

Moncada, Corinna
Early Childhood Education in Minnesota: A Position Paper.
PUB DATE- Sep 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Curriculum Design; *Early Childhood Education; Educational Objectives; Language Acquisition; Teaching Methods
IDENTIFIERS- *Minnesota; *Piagetian Theory

This paper offers brief discussions of central aspects of public policy and curriculum guidelines for early childhood education in Minnesota and provides capsule descriptions of Piagetian research and national events reflecting trends in early childhood education. Following examination of these topics, the discussion contrasts the Piagetian approach to the development of knowledge and moral values with that of the scientific theory developed by learning theorists. Educational implications of a generally Piagetian approach to education are specified and compared with present practices common in public school kindergartens and primary grades. The comparison is organized around the following questions: What is the aim of education from society's point of view? What is the aim of education for the individual? How does one know? What are the sources of knowledge? What is development? What factors influence development? What is learning? What is the relationship of language to thought? What is the relationship of play to thought and learning? How should one teach? What should the curriculum be like? And, finally, what educational policies are needed to foster Piagetian perspectives for early childhood education in Minnesota? It is concluded that education must take a Piagetian approach because the present model of schooling is not capable of producing citizens with abilities and qualities demanded by conditions of a rapidly changing world. (RH)

Expanding Human Services Training through Telecommunications: A Day Care-Head Start Study. Executive Summary.

North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Jan 85
NOTE- 19p.
GRANT- 90-PD-860021/01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Day Care Centers; Early Childhood Education; Postsecondary Education; *Staff Development; State Programs; *Telecommunications
IDENTIFIERS- *Instructional Effectiveness; Media Appraisal; North Carolina; *Project Head Start

The feasibility of incorporating teletraining into a statewide staff development program was examined in a comparison of four training approaches: traditional instruction and audio instruction enhanced with either slides, videocassettes, or slowscan. The training population consisted of directors and caregivers from Head Start and state-subsidized day care centers in North Carolina. Three urban and one rural teleconferencing centers were established in the state. Attendance at each site ranged from 7 to 18 teachers and aides and from 3 to 14 administrators. Lasting between 3 and 4 hours per subject area, training focused on the classroom environment, families, and financial management. It was found that teleconferencing can create a learning environment as desirable as the one created by traditional training, both in terms of amount of learning and attitudes toward training. Of the approaches examined, audioconferencing provided the most cost-effective alternative to traditional training. It was suggested that the other approaches can offer a number of benefits when used in a specialized manner. (RH)

ED 259 855 RC 015 355

Brodd, Donna; And Others
Follow-Up Study of Kansas Rural High School Graduates.
Kansas State Univ., Manhattan. Center for Extended Services.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
PUB DATE- May 85
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Services; Educational Counseling; *Graduates; Graduate Surveys; Questionnaires; *Rural Schools; *Rural Youth; *School Counselors; School Guidance; Secondary Education; *Sex Differences
IDENTIFIERS- *Kansas

Five counselors and the 513 graduates of 6 Kansas rural high schools for the period of 1981 to 1984 participated in a study designed to elicit a better understanding of counseling services in small, rural high schools and of the activities of the graduates of these schools during the first 4 years past graduation. Counselors provided the information related to themselves and the graduates. Counseling services were provided to students primarily through planned individual meetings; about one third of the time was spent on students' current academic work, and another quarter related to college plans. Females were significantly more likely than males to graduate in the top quarter of their class. In the first year following graduation 66.8% of females and 54.3% of males were in educational activities; participation in education remained higher for females over the 4 year period. Females were also less likely to stay in the hometown following graduation. Fathers' occupations affected the high school graduation rank; both parents' occupations were related to the graduates' post-high school activities. Tabular information is used throughout to display findings. An appendix provides more tables detailing the findings, the information gathering tools, and definitions. (Author/PM)

ED 259 869 RC 015 408

Kahn, Marvin W.
Psychology and Services to Southern Arizonas Ethnic Minorities.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Clinical Experience; Community Health Services; *Cultural Influences; Health Programs; Mental Health; *Mental Health Clinics; Mexican Americans; Postsecondary Education; Program Descriptions; *Psychological Services; Reservation American Indians; *School Community Relationship; Tribes
IDENTIFIERS- Arizona (Tucson); *Papago (Tribe); University of Arizona; Yaqui (Tribe)

Since 1969, the clinical program of the Psychology Department of the University of Arizona has been associated with mental health programs and services for Tucson area ethnic minorities and the poor which have provided realistic training for clinical students and established continuing community based services sensitive to the culture of the people served. An initial joint effort with the Papago tribe and the Indian Health Service established a tribal program on the reservation which used the community mental health approach, stressed native employment, and involved Papago medicine men. This successful mental health service model has been exported and implemented in Australia with Aboriginees, who have many similar problems and situations as the Papago. With an emphasis on community-consulting roles as well as seeing individual clients, the Marana Clinic was established to serve impoverished rural residents, including former Mexican American migrant workers, Yaqui and Papago Indians, and poor Caucasians. (NEC)

ED 259 477 EC 180 211

Regnier, Stephen J., Comp.; Petkovsek, Marian, Comp.

Rehabilitation: 25 Years of Concepts, Principles, Perspectives. A Collection of Articles Published in "Rehabilitation Literature," 1959-1984.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

REPORT NO.- ISBN-0-933851-00-6
PUB DATE- 85
NOTE- 179p.
AVAILABLE FROM- National Easter Seal Society, 2023 W. Ogden Ave., Chicago, IL 60612 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Disabilities; Emotional Adjustment; Family Relationship; Physical Disabilities; Placement; *Rehabilitation; *Sexuality; Teacher Role; Theories; Vocational Rehabilitation

Twenty-five articles from the bimonthly journal "Rehabilitation Literature" (1959-1984) are presented. The articles were chosen to represent key concepts, principles, and perspectives in rehabilitation. The following authors and titles are represented: "A Concept of Rehabilitation" (H. Talbot); "Rehabilitation: Prospect and Retrospect" (H. Kessler); "A Commitment to Service in Rehabilitation: A Statement of Philosophy" (A. Turiello); "The Issue of Theory in Rehabilitation" (R. Hardy); "The Problem of Personal Worth in the Physically Disabled Patient" (H. Geis); "Emotional Issues in Raising Handicapped Children" (E. Poznanski); "Sexuality and the Handicapped" (M. Diamond); "Toward an Understanding of the Rehabilitation of the Disabled Adolescent" (R. Goldberg); "Concepts of Adjustment to Disability: An Overview" (R. Russell); "The Habilitation Role of the Special Educator" (H. Rusalem); "Significance of Public Attitudes in the Rehabilitation of the Disabled" (G. Roeher); "The Role of Religion in Rehabilitation" (C. Palmer); "The Placement Process in the Rehabilitation of the Severely Handicapped" (W. Usdane); "Physical Rehabilitation and Family Dynamics" (H. Versluys); "Premarital Counseling and the Couple with Disabilities: A Review and Recommendations" (M. Bernardo); "Value-Laden Beliefs and Principles for Rehabilitation" (B. Wright); "Psychological Aspects of Invisible Disability" (D. Falvo et al); "Sexual Dysfunction Associated with Physical Disability: A Treatment Guide for the Rehabilitation Practitioner" (B. Thorn-Gray and L. Kern); "Sensitivity of One Person to Another" (T. Dembo); "Sexuality in the Handicapped: Some Observations on Human Needs and Attitudes" (G. Nigro); "The Ideal Human Service for a Societally Devalued Group" (W. Wolfensberger); "Some Negative Effects on Family Integration of Health and Educational Services for Young Handicapped Children" (N. Doernberg); "Feedback from the Family of Man: Guidance Pointers from Parents of Disabled Children" (I. Robinault); "Vocational Rehabilitation Counseling and Advocacy: An Analysis of Dissonant Concepts" (S. Murphy); and "Cashing in on Recovery: A Challenge for Rehabilitation" (R. Matkin). (CL)

Education for Librarianship on the Grassroots Level. Part 1. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 84
NOTE- 104p.; Papers presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar (Nairobi, Kenya, August 13-18, 1984). For part 2, see IR 051 275. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Developing Nations; Foreign Countries; Information Needs; Information Services; International Organizations; Library Associations; Library Cooperation; *Library Education; *Library Personnel; *Library Schools; Professional Continuing Education; Program Descriptions; Public Libraries; *Rural Areas; School Libraries
IDENTIFIERS- *Africa

A seminar on Education for Librarianship on the Grassroots Level was held as a pre-session before the IFLA general conference in 1984. Papers presented include: (1) "Personnel Required to Deliver Services to Meet General Information Needs of the SADCC (Southern African Development Co-ordination Conference) Region: Schemes of Services--Salaries, Conditions and Grading Schemes" (M. M. Moshoeshoe); (2) "Courses for Senior Library Assistants (in Eastern Africa)" (B. N. Bagenda, Uganda); (3) "The Role of Induction Courses in Staff Development for Librarianship at the Grassroots Level" (Virginia W. Dike, Nigeria); (4) "Staff Development--Formal and Informal Methods of Recruitment" (Hudwell Mwacalimba, Zambia); (5) "Manpower Planning--Matching Inputs, Outputs and Requirements" (O. N. Mohamedali, Zambia); (6) "The Labour Market--What Level of Skills Are Available" (Rodrick Mabomba, Malawi); (7) "Serving the Rural Communities: The Role of Branch/Area Libraries in the Organization and Preservation of Local Records and Archives" (R. J. Kukubo, Lesotho); and (8) "Grassroots Training in Botswana" (A. P. N. Thapisa, Botswana). (THC)

ED 259 741 IR 051 166

IFLA General Conference, 1984. Special Libraries Division. Section on Geography and Map Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 43p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartography; *Developing Nations; Foreign Countries; Geography; Information Networks; *International Organizations; Library Associations; *Library Materials; Library Surveys; *Maps; National Libraries; National Programs; Questionnaires; Regional Planning; Satellites (Aerospace); *Special Libraries
IDENTIFIERS- *Map Libraries

This document comprises two papers on geography and map libraries and cartographic materials which were presented at the 1984 IFLA general conference. "Cartographic Materials as a Resource for National and Regional Planning and Development," by E. Hans van de Waal (Utrecht), addresses the importance of cartographic materials for development planning. It is divided into two sections: Cartographic Materials as Multi-Functional Sources of Information, including recent innovations related to earth resources satellites and synthetic aperture radar; and Public Policy-Making, Development Planning, and Cartographic Information, which addresses the possible aims of a national cartographic information policy, the need for coordination of research, and support for professional organizations. In "Geography and Map Library Equipment and Space Management as a Basis for Information and Service," Hermann Gunzel (West Germany) reports on a survey project of the IFLA Geography and Map Library Equipment and Space Management Working Group which is being conducted to help establish guidelines for map curators around the world. A copy of the questionnaire is appended. (THC)

ED 259 783 JC 850 415

Peel, Mark S.
A Comprehensive Program for Computer Related Instruction at the State University of New York Agricultural and Technical College, Delhi, New York. Final Report.
State Univ. of New York, Delhi. Agricultural and Technical Coll.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 84
NOTE- 56p.; A National Science Foundation Comprehensive Assistance to Undergraduate Science Education (CAUSE) Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Computer Assisted Instruction; *Computer Managed Instruction; *Curriculum Development; *Faculty Development; Program Descriptions; Technical Institutes; Two Year Colleges

A project was undertaken at the State University of New York, Agricultural and Technical College, Delhi Campus, to implement an accessible, minimum computer capability to support intensive curriculum and staff development activities which would update faculty, programs, and courses in the practical applications of computer technology. To accomplish this, objectives and activities were identified in four primary areas: (1) to acquire the necessary computer hardware to establish a readily accessible academic computing capability; (2) to prepare and involve faculty, initially a core group, in the use of computing in instruction with an emphasis on instructional demonstration and practical applications; (3) to conduct curriculum development activities to incorporate computer appreciation, literacy, and competence into the college's programs and courses; and (4) to design, implement, and promote an organized set of academic computing services to support the educational needs and interests of students and faculty (e.g., instructional development, computer-managed instruction, in-service workshops, orientations, publications, library support materials, microcomputer loan program, repair and maintenance). This report describes the accomplishments of the Delhi Campus with respect to these objectives and includes descriptions of the in-service workshops, a list of math and science courses, a list of computer applications by course, instruments for the Learning Resources Survey and student survey on academic computing, a program and evaluation of a dissemination conference, and project consultant summaries. (AYC)

ED 259 494 EC 180 230

Hill Top Spectrum, Volume 2, Nos. 1-4, September 1984-Jun 1985.
Hill Top Preparatory School, Rosemont, PA.
PUB DATE- Jun 85
NOTE- 34p.
AVAILABLE FROM- Hill Top Preparatory School, South Ithan Ave. and Clyde Rd., Rosemont, PA 19010.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Classroom Techniques; Communication Skills; Higher Education; Language Handicaps; *Learning Disabilities; *Mathematics Instruction; Models; Neurological Organization; Neurology; Student Placement; Teaching Methods; Transitional Programs

Five newsletters examine a variety of topics dealing with learning disabilities. Topics include the following: ways to help learning disabled (LD) seniors plan for higher education, transitional college programs, the changing role of neurologists in the field of LD, the place of math in the education of LD students, instructional reasons for LD students' lack of success in math, a transactional analysis model to improve classroom communication, strategies training for language learning disabled students, a tri-dimensional model of communication effectiveness, techniques to increase comprehension of figurative language, central auditory processing deficits of LD adolescents, a neurologist's view of language development as a bilateral hemisphere task, indicators for full time placement in remedial settings, and equestrian activities for language learning disabled students. (CL)

ED 259 560 FL 015 122

Kennedy, Graeme D.
Discovering How a Communicative Notion Is Expressed in English.
PUB DATE- 10 Apr 85
NOTE- 26p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Expressive Language; Instructional Materials; Language Research; *Material Development; *Research Methodology; Second Language Instruction; *Semantics
IDENTIFIERS- *English for Academic Purposes

A study to develop a methodology for discovering how one important notion or semantic category, "frequency of occurrence," is expressed in words, phrases, or other linguistic devices in academic English began with a search for devices expressing that notion, by analyzing text from a news magazine, a New Zealand geography textbook, and a dictionary, and by asking native speakers. Distinctions were made between frequency of occurrence and recurrence, probability, quantity, spatial distribution, and duration, and efforts were made to discover implicit expression of frequency. Almost 300 devices were found, and the Brown corpus of written American English and the parallel LOB corpus of written British English were analyzed by computer for instances of the devices' use. About a third of the devices were not found in the corpora, but a number of other possible types were achieved through the use of attenuators such as "almost" and "nearly," and in combination with quantity words such as "many." It was found that: (1) the technique of asking native speakers about these devices was the most thorough method of discovering the devices; (2) the list is helpful to teachers of English only when it gives information about use in different kinds of texts; (3) the differences between American and British English were not statistically significant; and (4) learners of academic English will encounter many devices for expressing frequency of occurrence, but may have to produce very few. (MSE)

ED 259 575 FL 015 137

Vines, Lois
Quebec: Preparing for an Educational Visit.
PUB DATE- 85
NOTE- 9p.; For related documents, see FL 015 131-139.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Art; *Cross Cultural Studies; Cultural Differences; *Culture Contact; *Information Sources; Instructional Materials; *International Educational Exchange; *Language Variation; North American History; Notetaking; Phonology; Politics; Power Structure; *Second Language Instruction; Student Exchange Programs
IDENTIFIERS- *Quebec

A number of resources are available to teachers planning a student visit to a French Canadian area such as Quebec. A primary one, the Ontario Institute for Studies in Education offers a wide range of information on French Canadian language and culture, including instructional modules designed for use in English-language classes in Canada. These modules cover topics such as: French as spoken in Canada, focusing on phonological variations from standard spoken French; interviews with French Canadian teenagers about school, families, and their goals in life; Canadian history and national and provincial politics, including current issues such as separatism; and French-Canadian popular and folk singers. Other materials of interest to teachers include teacher-oriented listening and reading materials on Canadian French; works by French-Canadian authors; and guides to the arts in French Canada. Summer programs for American teachers and professional association opportunities for teacher experiences abroad are also available. (MSE)

ED 259 510 EC 180 246

MacArthur, Charles Skip; Noel, Margaret

Preparing A Prototype and Prospectus Kit.

PUB DATE- Jul 84
NOTE- 52p.; Small print and the use of colored paper may affect legibility.
AVAILABLE FROM- Dissemin/Action Products Center, 9618 Percussion Way, Vienna, VA 22180 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Information Dissemination; Models; Teaching Methods; *Writing for Publication
IDENTIFIERS- *Replication

The kit is intended to help educators define their practice or model and describe it in ways that make sense to others. The procedure is explained in three steps: (1) identifying practices that can be replicated; (2) describing each practice and its essential elements (minimum standards for replication); and (3) writing a prospectus to present details on the practice. In the first step, educators are asked to apply criteria of need, effectiveness, cost, divisibility, and adaptation to their practice. In step 2, describing a practice/defining a prototype, educators are guided in developing a prototypical description of practices through questions on such topics as curriculum, essential features, contexts and conditions, organization and administration, and costs. Preparing a prospectus is considered in terms of program characteristics, minimum standards for replication, and user concerns. A draft prospectus is included to show the types of information most helpful to potential adapters in making decisions about implementing a new practice. (CL)

ED 259 526 EC 180 262

Wehman, Paul, Ed.; Hill, Janet W., Ed.
Parent Involvement.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.

PUB DATE- 85
NOTE- 75p.; Section III of: Competitive Employment for Persons with Mental Retardation: From Research to Practice. Volume I (EC 180 259).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Developmental Disabilities; Elementary Secondary Education; *Employment; Employment Services; Expectation; *Mental Retardation; Parent Attitudes; *Parent Participation; *Parent Role

Four papers explore issues related to the role of parent involvement in providing employment services to young adults with mental retardation and developmental disabilities. In the first paper, results of a survey of parents and guardians revealed a generally negative attitude about changes in working conditions recommended in recent federal policy. Parents' aspirations for their retarded children are reviewed in the second paper. In the third paper, guidelines are given for parents to help their children with severe developmental disabilities to receive appropriate vocational training and employment beginning in the elementary school and continuing through high school. The final paper presents findings from a parent survey to identify work-related skill deficits of their children. Among most frequently named problems were money-related skills and community functioning skills. (CL)

ED 259 543 EC 180 279

Edmunds, Polly; And Others

Resource Manual on Disabilities. A Count Me In Project.

PACER Center, Inc., Minneapolis, MN.
PUB DATE- 85
NOTE- 112p.; For related documents, see EC 180 277-278.
AVAILABLE FROM- PACER Center Inc., Parent Advocacy Coalition for Educational Rights, 4826 Chicago Ave. South, Minneapolis, MN 55417-1055 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Autism; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Federal Legislation; Hearing Impairments; Learning Disabilities; *Mainstreaming; Mental Retardation; Multiple Disabilities; Physical Disabilities; Simulation; Special Education; Special Health Problems; Speech Handicaps; *Student Attitudes; Visual Impairments

The manual presents an overview of federal special education legislation and information about specific disabilities. The summaries of P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973 focus on the rights afforded to handicapped children and their families under the law. Information on disabilities is intended to provide resources for teachers and nonhandicapped students in mainstreamed classrooms. The manual covers basic definitions, answers to commonly asked questions, simulation activities, and suggestions for learning for the following disabilities: vision impairments, hearing impairments and deaf-blindness, speech disabilities, physical disabilities, mental retardation, learning disabilities, multiple handicaps, emotional disabilities and autism, and other health impairments. For each topic covered the manual lists relevant reading materials, films and organizations, and in a section on additional resources provides brief descriptions of books and other media resources that give general information on handicapping conditions and additional resources on approaches to fostering positive attitudes. Suggestions for appropriate behavior when meeting a person with a disability are also provided. (CL)

ED 259 591 FL 015 157

Morrison, Frances; And Others

Speaking French in Five-Year-Old Kindergarten. Research Report 84-07.

Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Dec 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Ontario Educational Research Council (December, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *French; *Immersion Programs; Interviews; *Kindergarten; *Language Skills; Parent Attitudes; Program Evaluation; Questioning Techniques; *Second Language Instruction; Surveys; *Young Children
IDENTIFIERS- Ontario

The parents of students in the second year of a kindergarten French immersion program were surveyed to determine their experiences in the program, and a sample of the children who had spent one or two years in immersion was interviewed by a procedure developed for assessing the French language skills. The interview procedure was planned to assess listening comprehension and communication skills varying from single words to groups of words or sentences, with consideration for brief attention spans and individual rates of progress. The subjects were 31 students who had attended four-year-old and five-year-old immersion kindergarten and a matched group of children who had only attended the five-year-old kindergarten. It was found that the children understood most of what was said to them during the interview, and that about three-fourths of each group responded entirely in French, and those with two years' immersion responded with a noun or pronoun and a verb much more often and used more words than the less experienced group. Many from both groups spoke clearly with natural intonation, pace, and volume and appeared interested and confident. Teachers' comments during the interviewers' school visits were also noted. Parents' responses indicated general satisfaction with the program's success in teaching French, with a desire for smaller classes and more French cultural education. (MSE)

ED 259 701 IR 011 733

Pierce, Jean W.
A Comparison of the Educational Research Forum and Other Computer Networks.
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Databases; *Information Dissemination; *Information Networks; Information Retrieval; *Information Services; *Microcomputers; *Online Systems; Telecommunications
IDENTIFIERS- Educational Information

Designed to assist educators in selecting a computer network, this paper contains a listing and description of seven networks that currently exist specifically for educators, and compares the quality of their services in the areas of accessibility, responsiveness, cost, text editing, humanization, guidance and documentation, control, forgiveness and recovery (user receives a second chance before making a mistake), and additional specialized features. The networks discussed are: The Rural School House, a bulletin board operated by, and for, the Cheyenne Wells School District; Old Colorado City Electronic Cottage; Education 80; Special Net; CONFER; DIALOG/Knowledge Index; and the Educational Research Forum. Also provided is information on accessing each of the networks, including the equipment needed. Special attention is given to the Educational Research Forum (the Forum) on CompuServe and its three basic parts: a conference area, message capacity, and databases. (JB)

ED 259 715 IR 011 748

Garolis, Cathy
Electronic Mail System. MAILWAY Training Manual. MAILWAY Reference Manual. MAILWAY Batch Mode Reference Guide.

Alaska State Dept. of Education, Juneau.
PUB DATE- Oct 84
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computers; Display Systems; Electronic Equipment; Guidelines; Information Dissemination; *Information Networks; State Departments of Education; *Telecommunications
IDENTIFIERS- Alaska; *Electronic Mail

Designed to introduce new users to the Alaska State Department of Education's electronic mail system, MAILWAY, this manual is divided into two sections. The first explains the functions and components of an electronic mail system and describes the type of equipment needed to use the system, including basics on equipment hook-up. The second part uses practice exercises to show how to use MAILWAY to create, send, and receive messages with a terminal. There is also a troubleshooting section at the end along with a glossary of terms commonly used with MAILWAY. Sample computer commands for use with MAILWAY are included, as well as two separate reference manuals. One deals with the interface of the Electronic Mail System (EMS) with the MAILWAY system, while the other provides information on creating and sending batched messages. Also mentioned is the availability of a videotape, "An Introduction to the Electronic Mail Systems and MAILWAY Operation," whicn is designed for those who have never used an electronic mail system before. A quick reference card of MAILWAY commands is attached. (JB)

ED 259 798 JC 850 432

Briggs, Linda; Prescott, Del
Report on Adjunct Instruction at Sacramento City College.
Sacramento City Coll., Calif.
PUB DATE- Mar 85
NOTE- 9p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *College Instruction; Community Colleges; *Interdisciplinary Approach; Program Effectiveness; Reading Skills; *Remedial Instruction; Team Teaching; Two Year Colleges; Writing Skills

In spring 1984, a study was conducted at Sacramento City College (SCC) to explore whether students' reading and study skills improved after participation in an "adjunct" skills course (i.e., a team-taught course which presents reading, writing, and study skills education within the context of a regular college course). The study focused on 38 students enrolled in a child development adjunct class which emphasized textbook reading and study techniques and writing clear essay answers. Study findings included the following: (1) there was no significant difference in students' pre- and post-test scores on the Test of Adult Basic Education reading test; (2) of the 17 students who completed a 10-item informal reading test constructed from the course text before and after the course, 53% had higher post-test scores and 24% had the same pre- and post-test scores; (3) 64% felt they had better study habits after completing the course; (4) 100% felt the study skills portion of the class was helpful; (5) only one of the nine students with reading scores below the 9th grade level completed the course with a C grade or better; (6) 40% of the enrolled students received a D, F, or Incomplete, or dropped the class; and (7) the class retention rate was 74%, compared to the college's overall rate of 67.8%. (LAL)

ED 259 813 JC 850 448

Garner, W. Harold; Shapton, Karen

Voter Participation in a Community College Referendum.

PUB DATE- 31 Mar 85

NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Community Support; *Elections; *Political Issues; *School Support; Surveys; *Tax Effort; Two Year Colleges; *Voting

IDENTIFIERS- *Sauk Valley College IL

Between 1983 and 1984, tax referenda for Sauk Valley College (SVC) were on the ballot three times. Research conducted before and after the tax referendum failed to pass in November 1983 provided the basis for strategy enhancement that brought SVC closer to its goal in March 1984 and finally to the achievement of the goal in November. In October 1983, a telephone survey of 502 district residents was conducted to determine public perceptions of the scope and quality of SVC programs; the extent of public involvement with SVC; the prospective market for SVC; and the primary information sources used by the public concerning SVC. Several of the conclusions of the pre-referendum study had a direct bearing on the electoral process, e.g., while those who were well-informed about the college and interested in it were also very involved with SVC, 71% of the respondents were neither well-informed about nor interested in SVC, were soft in their support of the college, and could be expected to filter out most messages about the college. After the election, the survey respondents were contacted to find out about their voting behavior, revealing a correlation between voting behavior, various demographic measures, the attentiveness model, and the index of involvement used in the study. Findings from the follow-up study were useful in developing the March 1984 and November 1984 campaign strategies, such as mobilizing the informed/interested public; building the campaign around the groups most involved with the college (i.e., staff, alumni, students, and friends of SVC); and emphasizing community leadership and involvement in the campaign. (AYC)

ED 259 827 PS 014 979

Ogletree, Earl J.
An Interpretation of Rudolf Steiner's Theory of Child Development and School Readiness.

PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cognitive Development; *Developmental Stages; Disadvantaged Environment; Elementary Secondary Education; Language Acquisition; Mental Retardation; Motor Development; *Physical Development; Preschool Education; *School Readiness; Theories
IDENTIFIERS- *Bioplasmic Energy; *Developmental Patterns; Jensen (Arthur R); Piagetian Theory; Steiner (Rudolf)

Viewing human development as a process by which the human gains self-control, this essay argues that locomotion and speech are control-oriented motor movements and suggests that cognition is also a form of movement developed as the individual achieves control over his or her thinking processes. Support for this view of cognitive development is adduced from the maturation of children's capacity to draw or copy geometric forms, electroencephalography, Piagetian developmental epistemology, and some research findings on the relationship of physical maturation to mental growth. The concept of the release of growth forces for thinking is subsequently discussed in terms of physiology and acupuncture. Evidence for the existence of an etheric or bioplasmic body is cited, drawing on Russian parapsychology, the Kirlian photographic process, and the phenomenon of phantom limbs. Prefiguration of these findings in the thought of Rudolf Steiner is indicated. In summary, it is suggested that, when a child reaches certain levels of physiological or biological maturity, forces of growth are released for new and subtle functions such as memory and thinking. However, depletion of bioplasmic forces during formative years reduces energy available later for cognitive development, and premature learning undermines physical development. Implications of the theory for human development and education are discussed, with attention being given to environmental retardation, school readiness, and the consequences of premature or forced learning. (RH)

Weinraub, Marsha; Ansul, Susan
Children's Responses to Strangers: Effects of Family Status, Stress, and Mother-Child Interaction.
PUB DATE- Apr 85
NOTE- 39p.; Paper presented at the meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Comparative Analysis; Exploratory Behavior; Family Structure; Fathers; Fear; Mothers; *One Parent Family; *Parent Child Relationship; Parent Role; Sex Differences; *Social Development; *Stranger Reactions; *Stress Variables; Young Children
IDENTIFIERS- Compliance (Behavior); *Social Interaction

Children's responses toward strangers, qualities of mother-child interaction, and maternal stresses were examined in 38 mother-child pairs, with children from single and two-parent families. Responses to female and male strangers were observed in a modified Strange Situation. Mother-child interaction was assessed with a modified version of Baumrind's cuisinaire rod task, and questionnaires measured maternal life stress. Results indicated that children from single-parent families were more fearful toward strangers than were children from two-parent families. Boys from both family groups were more affiliative towards strangers than were girls. Children explored more in the presence of female strangers than in the presence of male strangers. Married mothers made more maturity demands on their children than did single mothers, and all mothers placed more demands on daughters than on sons. Mothers appeared to be in greater control with daughters than with sons. Single mothers experienced more stress than did married mothers. Single mothers who were stressed communicated less optimally, were less nurturant, and tended to have children who were less compliant than were other mothers. For both single and married families, qualities of the mother-child interaction predicted children's behaviors toward female but not male strangers. Concluding discussion centers on influences affecting children's sociability and father's role in children's social development. (Author/RH)

ED 259 870 RC 015 409

Toward Tribal Decision Making: Models for Program Assessment and Capacity Building. Revised.

Clary Inst., Washington, DC.

SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

PUB DATE- Apr 79

NOTE- 218p.

CONTRACT- K51C-14201104

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *American Indian Education; *American Indians; Decision Making; Elementary Secondary Education; Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Indian Relationship; Higher Education; Human Services; Measurement Techniques; Models; Program Administration; *Program Evaluation; *Records (Forms); Tribal Sovereignty

IDENTIFIERS- *Bureau of Indian Affairs; *Tribal Government

With training and teaching assistance funds provided by the Bureau of Indian Affairs (BIA) for evaluating the effectiveness of BIA programs in their communities, tribal governments may decide for themselves which of three possible sources--government, private, or tribe--will administer their programs. These are management decisions which require that extensive information be available to decision makers so that they have an adequate foundation on which to decide. This manual, assuming only a rudimentary knowledge of evaluation processes, provides guidelines and instrument models to assist Indian governments in gathering information necessary to make decisions on whether or not to contract for the administration of 13 BIA programs in the areas of Indian education and services. The programs considered are Committees for Indian Education, Teacher Aide Program, Cultural Enrichment Program, Student Financial Aid to Higher Education, Social Services, Social Services Counseling and Guidance, Child Welfare, Young Adult Conservation Corps, Youth Conservation Corps, Law Enforcement Planning, Law Enforcement Recruitment, Housing: Resident Training and Counseling Program, and Training and Technical Assistance. Separate sections address each program and contain program background/instructional information (scope, objectives, results), evaluation techniques, implementation procedures, documentation format, and privacy act guidelines. Evaluation instruments provided include functional checklists, survey questionnaires, interview questionnaires, statistical data forms, and comparative data forms. (NEC)

ED 259 605 HE 018 293

The Link: A Planned Sequence of General Studies at Saint Mary-of-the-Woods College. We Answered the Educational Questions of 1985 in 1981.

Saint Mary-of-the-Woods Coll., Ind.

PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Curriculum; Communication Skills; Curriculum Guides; *General Education; Higher Education; Humanities; Integrated Curriculum; *Language Skills; *Liberal Arts; Logical Thinking; *Problem Solving; Skill Development; Student Participation; Writing Skills
IDENTIFIERS- *Excellence in Education; *Saint Mary of the Woods College IN

A planned sequence of general studies at Saint Mary-of-the-Woods College, entitled "The Link," is described. The Link addresses problems that were identified in three recent major studies of the college curriculum. Quotations from these national studies are included under seven categories of problems. Approaches to solving these problems are identified. The problem areas are: (1) students' difficulties in becoming independent learners; (2) too little structure in the general studies curriculum; (3) students' learning too little history, philosophy, languages, and literature needed to analyze and solve contemporary problems; (4) students' avoiding courses that develop analytical, problem-solving, and communication abilities; (5) inadequate writing and speaking skills; (6) lack of faculty responsibility for the curriculum as a whole; and (7) students' passivity as learners. The Link, which has a strong humanities foundation, is a developmental sequence of courses extending through all four years. In addition to learning content knowledge, students study learning methods approach to the following areas: social/cultural, aesthetic, scientific, and philosophical or religious. Faculty are trained to teach both writing skills and speaking skills while teaching their own disciplines. A list of the Link course requirements concludes the document. (SW)

ED 259 619 HE 018 500

Reid, John Y.
Politics, Quality, and Passion: A Case Study of Reorganization in Higher Education. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Advisory Committees; Departments; Higher Education; *Organizational Change; Policy Formation; *Political Influences; Power Structure; *School Organization; *Schools of Education; Teacher Responsibility
IDENTIFIERS- *ASHE Annual Meeting; *University of Toledo OH

The reorganization of the College of Education and Allied Professions at the University of Toledo is discussed. The analysis is based on Baldridge's political model, Bacharach and Lawler's views of politics and power, Pirsig's concept of quality, and the Oxford English Dictionary definitions of "passion." To investigate the administrative and committee organization of the college, the college's new dean created an organization study committee, which included one representative from the college's 14 departments. The committee considered various organizational issues, including: the number of administrators and their responsibilities; the blurring between appropriate faculty and administrative functions; the overlapping of administrative functions (e.g., between departments and divisions); and the academic role of departments. In analyzing the role and influence of the committee, attention is directed to several important issues: ideological differences between theoretical and applied academic areas, or between disciplines; the process of articulating interests to the dean; the translation of interests into policies; the difference between authority and influence; the implementation of new administrative and committee structures; and the effects of organizational change on faculty. (SW)

Baldwin, Roger G.
Correlates of the Vital Academic Career: What Do We Know? What Do We Need to Know? ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Creativity; Faculty College Relationship; High Achievement; Higher Education; *Productivity; Professors; Research Needs; Research Projects; *Scholarship; Success; Teacher Characteristics; *Teacher Motivation; *Teaching (Occupation); Work Environment
IDENTIFIERS- *ASHE Annual Meeting; Faculty Vitality

The current knowledge about what distinguishes productive and vital faculty members from their less dynamic peers is considered, along with additional information needs. Most empirical evidence on faculty productivity concerns only research and publication. Information is inadequate about other forms of faculty achievement and vitality, including other professional service activities. More research is needed to clarify the range of ways professors remain creative and productive in the later stages of their work lives. Information on the correlates (e.g., personal attributes, environmental conditions) of the vital academic career can help explain such issues as: the extent to which career vitality is a function of personal orientations, the effect of organizational conditions and the broader environmental climate, and ways that colleges can foster enthusiasm and achievement in the academic career. Available research on faculty vitality has explored areas such as: the influence of professors' self-expectations, faculty receptivity to change, peer relationships, opportunities for research and professional development, and institutional reward systems. Topics for future research are suggested. (SW)

ED 259 647 HE 018 528

O'Neil, Robert M.
Curriculum Content and Change in the 1980s. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Alienation; *Bachelors Degrees; *Curriculum Development; *Educational Change; Educational Demand; Educational Innovation; Education Work Relationship; *Higher Education; Liberal Arts; Professional Education; Student Attitudes; Teacher Morale; *Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

Perspectives concerning the current disenchantment about undergraduate curricula and the bachelors degree are offered in this keynote address. It is suggested that rising expectations and unfulfilled hopes for higher education from the 1960s may be a factor. In the 1960s a sense of reform and rediscovery later created an expectation among students and faculty of something radically different. On the other hand, some have felt that much of the 1960s' reform was temporary and that curricula would return to "normal" after the student protest period. Disenchantment may also result from the passive response to student demand for certain professional baccalaureate curricula (e.g., business administration). Another factor may be the relatively poor general understanding of the process of curricular change. Some falsely assume that because course headings remain about the same, course content does also. Finally, there tends to be a failure to stress positive trends, including increased curricular offerings, greater scrutiny of degree programs, and rigorous admission/graduation requirements. It is suggested that major reports on issues in higher education be distributed on campuses. Suggestions concerning freshmen seminars, senior exams, and achieving a balance between undergraduate liberal and professional studies are also offered. (SW)

ED 259 661 HE 018 542

Mortgaging a Generation: Problems and Prospects of California's Guaranteed Student Loan Program. Commission Report 85-13.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 4 Mar 85
NOTE- 111p.
AVAILABLE FROM- California State Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Comparative Analysis; *Credit (Finance); Financial Aid Applicants; *Financial Problems; Financial Services; Higher Education; Income; Institutional Characteristics; *Loan Repayment; Money Management; State Aid; Student Characteristics; *Student Loan Programs
IDENTIFIERS- *California Guaranteed Student Loan Program; *Debt (Financial)

The California Guaranteed Student Loan Program is described, and information is provided on the characteristics of student borrowers. Attention is also directed to: the effect of students' total accumulated indebtedness on their education and careers; California's default rates compared with those of other states; differences among institutions in default rates; projected future default rates for California; the relationship of default levels and growth rates to loan volume; information about California institutions, lenders, and students with high default rates; and factors related to defaults in California and other states and at the federal level. After outlining the application, in-school, and repayment periods, incentives for growth of the loan program are discussed. The following student characteristics are examined: school attended; size of loans; loan application and acceptance rates; student load and level; sex, age, and ethnicity; parental income/contributions; applicant income/contribution; and loan amounts and debts. Default prevention strategies are recommended for students, colleges, lenders, California Guarantee Agencies, and the federal government. Appendices include a California Guaranteed Student Loan Program application and information about the 1984 California Student Expenses and Resource Survey. (SW)

ED 259 674 HE 018 602

Alley, J. David

Futures Research Data and General Education Reform. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Curriculum; *Curriculum; Delphi Technique; *Educational Change; Educational Needs; *Futures (of Society); *General Education; Global Approach; Higher Education; Learning Experience; Long Range Planning; Outcomes of Education; World Affairs
IDENTIFIERS- *AIR Forum; *Futures Research

The usefulness of futures research data to reform the general education curriculum was assessed in 1984, using the Delphi method. Expert opinion was identified concerning changes in the general education curriculum that should be made in light of conclusions provided in "The Global 2000 Report" and "Megatrends." In addition to stating agreement/disagreement with these two reports, experts in American higher education were asked to specify changes in content, process, and outcomes of the general education curriculum. After four initial rounds of surveys, 18 experts provided their opinions about: the global crisis, the U.S. response, the U.S. in transition, the role of technology, new directions in citizenship, and the value of future planning. Experts indicated the types of knowledge, skills, and values that should be facilitated by the curriculum, and specified important patterns of the curriculum content (e.g., interdisciplinary understanding) and purposes of the content of the curriculum (e.g., problem-solving abilities). Process changes were also indicated concerning facilitating learning, student role, faculty role, and college role. In addition to four suggestions for additional research, five recommendations are offered concerning learning outcomes, instructional practices, and institutional change for general education. (SW)

Kaynor, Robert K.

Using Spreadsheet Modeling Techniques for Capital Project Review. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Campus Planning; *Capital Outlay (for Fixed Assets); College Planning; *Computer Oriented Programs; Data Collection; Financial Policy; Higher Education; Institutional Research; Microcomputers; Models; Needs Assessment; *Operating Expenses; *Program Costs; *Resource Allocation; Statistical Analysis
IDENTIFIERS- *AIR Forum; Decision Support Systems; *Spreadsheets

The value of microcomputer modeling tools and spreadsheets to help college institutional researchers analyze proposed capital projects is discussed, along with strengths and weaknesses of different software packages. Capital budgeting is the analysis that supports decisions about the allocation and commitment of funds to long-term capital investment projects. For capital projects, modeling techniques can be used to test the implications of various key factors affecting different options, and to help determine the best policy and operational alternatives. Steps in the analysis include: gathering such information as space requirements, staffing levels, and operating budget of the relevant programs or functions; summarizing these data and making calculations (e.g., gross square feet, recoverable and unrecoverable costs); reviewing cash flow implications based on principal and interest payments over the life of the project, incorporating applicable overhead recovery formulas, and calculating the net present value of the cash flow. For academic and research facilities, the model assesses the short-term and long-term impact of the project on the institute's overhead rate. In addition to identifying the benefits of spreadsheets, the following types of spreadsheet packages are reviewed: Multiplan and Lotus 1-2-3. (SW)

ED 259 755 IR 051 200

Dawson, Deborah; And Others
Report of the Task Force on Collection Policies and Assessments.
Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- May 85
NOTE- 69p.; For related documents, see IR 051 197-203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Higher Education; *Improvement Programs; Layout (Publications); *Library Collection Development; Library Collections; Library Planning; Models; Nonprint Media; Policy; *Policy Formation
IDENTIFIERS- *Collection Assessment; *University of Wyoming

Task force actions and data created from its experience are summarized in this report of the Task Force on Collection Development Policies and Assessments, whose major objectives were to create (1) models of collection development policies and collection assessments that could guide subject specialist/liaisons planning to build the library collection at the University of Wyoming Library, and (2) a schedule for writing collection development policies and conducting assessments. A collection development policy model is included along with collection development policies for specific library collections, i.e., economics, geology, theater and dance, and the film library. A library collection assessment plan model which outlines elements to be included or answered in each subject assessment proposal, a schedule for collection development planning of assessment workload, recommendations on collection development policies and collection assessments, and the formal charge of the task force are also included. (MBR)

ED 259 769 JC 850 401

Miami-Dade Community College 1984 Institutional Self-Study. Volume I: Summary and Recommendations.

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85
NOTE- 275p.; For other volumtes, see JC 850 402-408.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; Academic Standards; Community Colleges; Curriculum Development; *Educational Change; *Institutional Characteristics; Institutional Evaluation; Program Development; Remedial Programs; *Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

Designed to provide a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, this institutional self-study report assesses the impact and effectiveness of major reforms in the college's educational programs, student support services, and selected campus-level activities. The first of eight volumes begins with an introduction to the self-study, including an overview of the college environment; descriptions of the college, its growth, and the MDCC reforms; and identifies the reforms evaluated in the 1984 study. Chapter II describes how the study was conducted, including information on its scope and focus, data collection and analysis methods, and final reporting. Chapter III presents recommendations and projections developed during the self-study in the following major areas: prescriptive education, academic policies and curriculum reform, student information and performance standards, and studies of specific programs and areas for MDCC's four campuses (i.e., North Campus, South Campus, Wolfson Campus, and Medical Center Campus). The final chapters present a summary, references, and a list of self-study participants. (HB)

ED 259 784 JC 850 416

Brown, Julius
Report on the Launch of the Western Center, Wayne County Community College.
Wayne County Community Coll., Detroit, Mich.
PUB DATE- 83
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Campus Planning; *College Administration; College Instruction; Community Colleges; Multicampus Colleges; *Publicity; Public Relations; School Community Relationship; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *School Openings

Information on the establishment of the Western Center (WC) of Wayne County Community College (WCCC) is provided along with recommendations for future development. Section I focuses on various aspects of the administration of the Western Center "launch," highlighting the importance of: (1) periodic status reports as exact indicators of progress and ways of targeting new concerns or tasks; (2) the plan of action, which included the development of an organizational structure, determination of goals, establishment of priorities, and development of the budget; (3) the establishment of a Field Office for concentrating launch activities; and (4) mobilization of citizen and community support. Section II explains the budget development process, offering a series of recommendations for improving financial procedures. Section III focuses on instructional programs, enumerating crucial program development tasks, describing the development of the first schedule of classes, and commenting on faculty involvement. Sections IV and V describe the publicity and recruitment campaigns of the launch, highlighting staff publicity efforts, the services provided by a formal ad agency, liaison with the campus Admissions Office, and the linkage between student recruitment and instructional advising. Appendices provide staffing plans, information for advisory board members on ways of supporting the launch, budget information, lists of publicity and recruitment objectives, and the first schedule of classes. (AYC)

Appalachian Regional Commission: 1984 Annual Report.
Appalachian Regional Commission, Washington, D.C.
PUB DATE- 29 Mar 85
NOTE- 95p.; For an earlier report, see ED 238 642.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Census Figures; Community Development; Demography; Economically Disadvantaged; Educational Improvement; *Financial Support; *Health Services; *Job Development; Planning Commissions; *Program Costs; Program Descriptions; Regional Planning; Regional Programs; *Rural Development
IDENTIFIERS- *Appalachia; Highways

Federal appropriations totalling over $162 million during fiscal year 1984 enabled the Appalachian Regional Commission (ARC) to attack the region's most critical needs. Area development appropriations ($43 million) were used to create almost 10,550 new jobs and retain nearly 4,100 jobs, give special assistance to Appalachia's neediest 80 counties (primarily for improvement of water and sewer services), and improve health care (primary care for 127,000 residents of 23 counties, prenatal care for 16,600 maternity cases, and construction of 5 and renovation of 2 primary care facilities). Under the highway portion of the finish-up program initiated in 1981, 197.8 of the remaining 725 high-priority miles were under construction or completed at the end of 1984. Throughout the year, the ARC provided technical assistance, conferences, and workshops in the areas of economic development financing, housing and community development, social investment, adult literacy, child care, and export promotion. Sections of the report discuss objectives and activities, finances, and projects (by category); provide maps, county population change data, and funding for the 13 Appalachian states; and include an address list and map of Appalachian local development districts. (NEC)

ED 259 478 EC 180 212

Wright, Beatrice A.
Disabling Myths About Disability. Revised.
National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

PUB DATE- 85
NOTE- 17p.; Paper originally presented at the Annual Convention of the National Easter Seal Society (1961).
AVAILABLE FROM- National Easter Seal Society, 2023 W. Ogden Ave., Chicago, IL 60612 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Physical Disabilities; *Social Attitudes; *Stereotypes

Five myths regarding physical disability are examined. First, the myth that people with physical disabilities tend to be more maladjusted than the ordinary person is analyzed, and it is concluded that the common association between maladjustment and physical disability is grossly oversimplified. Second, the myth portraying people with disabilities as leading tragic lives is noted. The myth of excessive frustration is seen as the third myth, and reasons for the existence of this myth are considered. A fourth myth, that the environment does not contribute to disability, is noted. The final myth explored is the myth that the disability is a punishment of evil. The implications of the need for blame are examined. (CL)

ED 259 495 EC 180 231

Henkel-Ungericht, Renate
Observation and Analysis of Teaching Behaviour in Schools for Physically Handicapped Children: A Research and Development Project.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual International Seminar for Teacher Education (5th, Aveiro, Portugal, March, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Physical Disabilities; Special Education Teachers; *Teacher Education; *Teaching Methods
IDENTIFIERS- *West Germany

The paper examines problems in special education teacher preparation in the Federal Republic of Germany and presents the author's own experiences as a teacher of physically handicapped students. The development of an interactional teaching style which minimizes verbal communication, capitalizes on everyday learning, and encourages pupils to use their own initiative is described, as is an investigation into the use and effectiveness of this "adequate action" teaching approach in the classroom. Analysis of the data thus far has resulted in the subdividing of "adequate action" teaching behavior into nine categories, including waiting and watching, organizing or changing the teaching situation to facilitate or demand action, concretely demonstrating actions or clear parts of actions, and taking over elements of an action-sequence that is too complex for the child. (CL)

ED 259 576

FL 015 138

Weissenrieder, Maureen

"Ser" and "Estar" in Review.

PUB DATE- 85
NOTE- 11p.; For related documents, see FL 015 131-139.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; *Classroom Techniques; Descriptive Linguistics; Educational Strategies; Grammar; *Language Usage; *Notional Functional Syllabi; *Second Language Instruction; *Spanish; *Verbs

The problem of teaching the use of the verbs "ser" and "estar" in Spanish can be only partially addressed by current linguistic explanations. In the absence of rules that will enable the student to predict correct sentences using the verbs, the most effective teaching technique is to use a situational-functional approach providing students with many contrasts in different situation types and with different adjectives. Since textbook writers generally give minimal attention to "ser" and "estar," it is the teacher's job to increase students' exposure to these link verbs. A number of exercise types targeted to different proficiency levels can be used to emphasize the crucial factors of context and speaker intent. (MSE)

ED 259 729 IR 051 154

IFLA General Conference, 1984. Section on Adult Education. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 84
NOTE- 55p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Literacy; *Developing Nations; Foreign Countries; Information Services; International Organizations; Library Associations; Library Cooperation; Library Role; *Library Services; Reading Achievement; *Reading Habits; *Reading Improvement; Special Libraries; Technological Advancement
IDENTIFIERS- *Africa; Brazil

Four papers on the role of libraries in adult education were presented at the 1984 IFLA general conference meeting of the Section on Adult Education. They include: (1) "The Library of the Pompeia Leisure Centre, Sac Paulo, Brazil," in which Apaty Peroni of Brazil provides background on the community, location, collection, personnel, operation, and programs of the library; (2) "The Promotion of Reading Habits and Adult Education in Kenya," in which Peter E. Kinyanjui of Kenya presents the central theme that, if adult learners are provided for, encouraged and guided in their quest for knowledge and information, they will take responsibility for their own learning and personal growth and development throughout their lives; (3) "The Basis of Library and Information Services for National Development: Promotion of Reading Habits and Adult Education" (D. O. Olembo), which examines the current status of reading habits at all levels of education in Africa, reading motives, and implementation of reading habits; and (4) "Promotion of the Reading Habit and Adult Education" (E. A. Ulzer), which describes collaboration efforts between the International Council for Adult Education (ICAE) and the African Association for Literacy and Adult Education (AALAE). (THC)

ED 259 742 IR 051 167

IFLA General Conference, 1984. Special Libraries Division. Section on Science and Technology Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 89p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Foreign Countries; Information Dissemination; Information Services; International Organizations; Library Associations; Library Networks; Library Role; *Library Services; Medical Libraries; Patents; *Scientific and Technical Information; *Special Libraries
IDENTIFIERS- *Africa

Papers on scientific/technical information and libraries presented at the 1984 IFLA general conference include: (1) "Library Ethics and the Special Library Network in Science and Technology" (Dieter Schmidmaier, East Germany); (2) "The Dissemination of Patent Information by Libraries: An Example Demonstrating the Necessity of Libraries in the Process of National Development" (Eckhard Derday, West Germany); (3) "Scientific and Technical Literature in Developing Countries: A Preliminary Review of Output and Characteristics" (Stella Pilling, United Kingdom); (4) "The Study of Scientific and Technical Literature of the Developing Countries and the Cooperation Between the USSR's State Public Library for Science and Technology and These Countries' Organisations in the Field of Scientific and Technical Information" (I. M. Kharina, USSR); (5) "Scientific and Technological Publications in Assistance Programme for Developing Countries in Africa: A Swedish Project" (Thomas Tottie, Sweden); and (6) "Sudanese Experience: Perspectives from a Medical Librarian" (Phyllis C. Self, United States). (THC)

ED 259 511 EC 180 247

Evans, Robert J.
Preservice Special Education: Interactive Video Simulation.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Disabilities; Higher Education; *Preservice Teacher Education; *Simulation; *Special Education Teachers; Videotape Recordings

The paper describes a microcomputer simulation program developed to train preservice special education teachers in the use of basic behavior modification skills. The program was written in SuperPILOT on an Apple IIe using a BCD interface card and a Panasonic NV 8200 video tape recorder. Production suggestions are offered. The incorporation of inter-active video microcomputer simulations into methods courses may provide a means for the student-teacher to develop classroom teaching skills before actually entering the classroom. Interactive video tape and/or video disc programs can be used to give the preservice and/or inservice teacher similar experiences to those encountered in the actual classroom. In this way, methods courses may become more capable of preparing students through experiential approaches rather than descriptive ones. (Author/CL)

ED 259 561 FL 015 123

Toohey, Kelleen; Izatt, Moira
Using Videotape in Teacher/Tutor Training Courses.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Classroom Techniques; *Curriculum Development; *English (Second Language); Foreign Countries; *Inservice Teacher Education; *Language Teachers; Program Descriptions; Second Language Instruction; Teaching Methods; *Tutors; *Videotape Recordings; Volunteers
IDENTIFIERS- Canada

The curriculum development process for two Canadian projects to train inexperienced and untrained language instructors is described. An Alberta program trains volunteer tutors of English as a second language, and a British Columbia program trains teachers of Canadian heritage languages. Both groups have a limited amount of time for training, and the topics selected for inclusion in the program include: encouragement of respectful, authentic, and mutually interesting instructional conversation between and among language teachers and learners; a theoretical understanding of the nature of learning; and facilitation of language learning through planning learning activities and making and adapting learning materials. Both courses use videotapes of classroom activities in instructional contexts similar to their own but in an unfamiliar language, first without and then with visual aids, to highlight their effectiveness. The two programs use different materials development needs, the tutor training project focusing on the use of real conversations, and the heritage language teacher project concentrating on teacher-developed materials. It is expected that the videotape use will encourage the tutors and teachers to try new techniques and to feel more confident about currently used techiques. (MSE)

ED 259 702 IR 011 734

Stoneburg, Bert, Jr.
Computer Assisted Instruction. A Report to the Board.
Albany Union High School District No. 8J, Oreg.
PUB DATE- May 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; *Computer Assisted Instruction; Computers; Course Evaluation; Courseware; Elementary Education; *Evaluation Methods; Instructional Design; Instructional Development; *Instructional Improvement; Instructional Material Evaluation; *Mathematics Achievement; *Mathematics Education; Teaching Methods
IDENTIFIERS- Oregon (Albany)

This report presents the findings of an evaluation conducted in the Greater Albany Public School System 8J (Oregon) to determine the effects of computer assisted instruction (CAI) in mathematics as delivered by the WICAT System 300 at the Periwinkle Elementary School. Evaluation activities were designed and conducted to determine whether the participants felt that CAI improved elementary school children's math achievement, and to explore student, parent, and staff attitudes toward the utilization of this instructional technique. The report itself consists of an executive summary and five sections: (1) an introduction; (2) a description of the existing math curriculum in the elementary school; (3) the evaluation design for measuring the changes in student achievement; (4) the results of the study; and (5) highlights of the significant findings. Major findings indicated that achievement scores improved significantly--with the most dramatic improvements among students in the second grade--and that students, parents, and staff gave high ratings to CAI. (JB)

ED 259 716 IR 011 749

Cox, Carole A.

Film and Interest: An Analysis of Elementary School Childrens' Preferences for the Liveliest Art.

PUB DATE- Apr 84

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; *Childhood Interests; Elementary Education; *Elementary School Students; *Elementary School Teachers; *Films; *Film Study; Grade 4; Grade 5; Interest Inventories; *Opinions; Questionnaires; Sex Differences; Teaching Methods

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This study sought to: (1) identify and describe the interest patterns of fourth and fifth grade children as they pertain to the content and form of the short art film, based on preferences expressed by the children themselves after actually viewing the films; (2) compare the interest patterns of children according to sex and race/socioeconomic status; and (3) compare boys' and girls' interest patterns with teachers' judgments of their interest patterns. Twenty-four short art films were rated by 218 children in 12 fourth and fifth grade self-contained classrooms in two elementary schools in Baton Rouge, Louisiana; one was an all black Chapter 1 school and one an all white non-Chapter 1 school. After viewing each film, the child was asked to rate the film on a questionnaire developed for the study and to rank order the four films seen each week in order of preference to determine whether or not children have a preference for a certain film form or technique. The same questionnaire form used by the children was also used by participating teachers to indicate how they thought their students would rank them. It was found that children like films with real children in stories about their daily lives; narrative/live action films were the most popular. Neither sex, race, nor socioeconomic status was closely associated with film interest. Finally, teachers proved to be relatively accurate in predicting their students' interests. Tables of supporting data, a copy of the questionnaire, and a list of references are appended. (JB)

ED 259 799 JC 850 433

Project Tomorow. Special Project Performance Evaluation. Final Report.

Northern Nevada Community Coll., Elko.

SPONS. AGENCY- Nevada State Dept. of Education, Carson City.

PUB DATE- 85

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adult Education; *Adult Programs; Community Colleges; Program Evaluation; School Community Relationship; School Holding Power; *Self Help Programs; Student Personnel Services; Two Year Colleges

In August 1984, Northern Nevada Community College (NNCC) began a project to develop a practical plan for a program in personal literacy to be incorporated into its Adult Basic Education Program. The first months of the project were spent in structuring the test model, developing intake procedures, research, interagency networking, and coordinating a course approach. In January 1985, NNCC first offered "Becoming and Growing," a 60-hour course designed to address the failure syndrome and resulting lack of self-esteem; modify students' maladaptive behaviors; and help adults cope with stress, develop self-help strategies and survival skills, and meet educational goals. Of the 31 students in NNCC's Adult Learning Center, 12 signed up for the course, which included a counseling component and sessions on self-assessment, job search and preparation techniques, values clarification, time and stress management, relaxation, study skills, career and life planning, and computer literacy. Class sessions were taught by NNCC faculty and personnel from several community service organizations. With the exception of three students who dropped out at the beginning of the program, all students completed the course and continued to pursue their educational goals. (LAL)

ED 259 527 EC 180 263

Wehman, Paul, Ed.; Hill, Janet W., Ed.

Behavioral Training Strategies.

Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
PUB DATE- 85
NOTE- 76p.; Section IV of Competitive Employment for Persons with Mental Retardation: From Research to Practice. Volume I (EC 180 259). Print is light.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavioral Science Research; *Behavior Change; Behavior Modification; Daily Living Skills; Interpersonal Competence; Job Skills; *Mental Retardation; Self Evaluation (Individuals); Simulation; Vocational Adjustment; Young Adults

Four papers address issues related to behavioral training approaches to help mentally retarded persons secure competitive employment. In the first, a combination of role-playing, modeling, and response feedback was systematically applied to accelerate appropriate responses of a 33-year old moderately retarded male to criticism, humor, and assistance seeking. In the second paper, a simulation training program was used to teach bank depositing skills to a moderately retarded (Down's Syndrome) adult. In the third paper, a reinforcement point system was used to increase appropriate job completion of a mentally retarded young adult in a natural community job setting. The final study describes how self-recording dramatically reduced the frequency and duration of early check-outs from work by a severely disabled mildly retarded adult worker. (CL)

Walsh, Mary Ann
Ch. 688--Transitioning from Special Education into Human Services.
PUB DATE- Mar 85
NOTE- 7p.; Paper presented at the National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Graduation; Postsecondary Education; Program Development; *Severe Disabilities; *State Legislation; *Transitional Programs
IDENTIFIERS- *Chapter 688 (Massachusetts)

The paper describes the development and implications of Chapter 688 in Massachusetts which which provides for a 2-year transitional process to plan for habilitative services for severely disabled young adults who will lose their entitlement to special education upon graduating or reaching the age of 22. The law requires an individualized transition plan (ITP) and mandates cooperative action among human services agencies. Following a brief discussion of eligibility, the paper examines the operation of the system, including initial referral for services beyond graduation or turning 22, and the development of the ITP. The function of the Bureau of Transitional Planning is described. The paper concludes with an analysis of the challenge posed by the new legislation. (CL)

ED 259 592 FL 015 158

Morrison, Frances; Pawley, Catherine

Subjects Taught in French: Former Immersion Students in Grades 9 and 10 of Three Ottawa High Schools. Research Report 84-09.

Ottawa Board of Education (Ontario). Research Centre.

PUB DATE- Nov 84

NOTE- 26p.; Paper presented at the Annual Meeting of the Ontario Educational Research Council (December, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Cognitive Ability; Comparative Analysis; English; Followup Studies; Foreign Countries; *French; Geography; Grade 9; Grade 10; History Instruction; *Immersion Programs; *Language of Instruction; *Language Skills; Mathematics Instruction; Secondary Education; Second Language Instruction; Testing

IDENTIFIERS- Language across the Curriculum; Ontario

A study of the differences in achievement among Ottawa's grade 9 and 10 students taught in English and French in three subject areas (mathematics, geography, and history) in which suitable comparative measures were available had as subjects the students in 73 classes. The students in French-language classes were administered the test twice, once in English and once in French; half took the English test first, and half took the French test first. The instruments used were tests developed by the Carleton Board of Education. An attempt was made to correct for aptitude differences between groups and to examine item analysis data for group differences. Information concerning student use of French outside the classroom, difficulties related to a change in language of instruction, advantages of French-language instruction, and the subjects they preferred to be taught in French was also gathered from students and teachers. The test results suggest some differences in achievement between the subject matter areas, with the students taught mathematics in French performing better than in English, but those taught history and geography in French performing as well as those taught in English. Some problems were found with the marking system in which students have grades lowered for errors in French, i.e., in which language across the curriculum is emphasized. Limited opportunities to speak French were identified as an area for improvement, and both students and teachers mentioned limited student ability for both personal and technical expression as a problem. (MSE)

ED 259 756 IR 051 201

Collier, Carol; And Others

Collection Analysis Project. Report of the Task Force on Organization and Staffing.

Wyoming Univ., Laramie. Univ. Libraries.

PUB DATE- May 85
NOTE- 61p.; For related documents, see IR 051 197-203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; College Faculty; College Libraries; Committees; Departments; Higher Education; *Improvement Programs; *Library Acquisition; *Library Collection Development; *Library Personnel, Library Services; Occupational Information; Operations Research; *Organizational Effectiveness; Self Evaluation (Groups)
IDENTIFIERS- Association of Research Libraries; Subject Specialists; *University of Wyoming

Focusing on the existing organization of the collection development activities at the University of Wyoming Library, this task force report examines the staffing and functions of the Collection Development and Acquisitions Departments, the Collection Development Committee, the subject specialist/college academic department liaison program, teaching faculty participation in the collection development process, and gifts and exchange operations. Communication patterns, job descriptions, work flows, and areas of overlapping or undefined responsibility are analyzed. Existing accountability patterns and reporting relationships are considered. An analysis of strengths and weaknesses and recommendations for improvements of the Collection Development and Acquisitions Departments, Collection Development Committee, Subject Specialist/Liaison Program, and Gifts and Exchange Program are included. The formal charge for the Task Force on Organization and Staffing and a summary of the results of a survey of subject specialist/liaisons which gathered perceptions on effectiveness, strengths, and weaknesses of the current program are appended. (MBR)

ED 259 770 JC 850 402

Miami-Dade Community College 1984 Institutional Self-Study. Volume II: Prescriptive Education.

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85
NOTE- 118p.; For other volumes, see JC 850 401-408.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; *Diagnostic Tests; *English (Second Language); English Instruction; Program Effectiveness; *Remedial Instruction; Remedial Mathematics; Remedial Reading; *Self Evaluation (Groups); *Student Placement; Two Year Colleges; Writing Instruction

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of prescriptive education at the MDCC. The report contains results of four studies evaluating collegewide reforms in the areas of entry-level testing and student placement, developmental reading and writing courses, developmental computation courses, and instruction in English as a Second Language (ESL). After introductory material provides an overview of the study, the study methodology is described, including information on the organization of the Prescriptive Education Committee; the identification of evaluation issues, data sources, and target groups; and sampling methods and data analyses. Next, results and conclusions are presented within nine major evaluation areas: (1) attitudes toward placement testing; (2) effectiveness of the entry-level placement program; (3) effectiveness of the ESL placement program; (4) effectiveness of the developmental program; (5) use of diagnostic testing in developmental courses; (6) use of exit testing in developmental courses; (7) the effectiveness of the ESL program; and (8) use of diagnostic testing in ESL. (HB)

ED 259 814 JC 850 453

Hollins, Carol S.
Stopouts or Dropouts Revisited: A Study of Non-Returning Students at John Tyler Community College, Fall 1983 to Winter 1984.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Jul 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attendance Patterns; Community Colleges; *Dropouts; *Enrollment Influences; Questionnaires; Student Attrition; Student Characteristics; Student Educational Objectives; Surveys; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *Stopouts

John Tyler Community College (JTCC) conducts a regular investigation of students who leave the institution after one or more quarters of study in an effort to determine reasons for their withdrawal, objective for enrolling, goal achievement, and current occupational status and future educational goals. A systematic random sample of all non-returning students was generated based on students who enrolled in fall 1983 and did not return in winter 1984. Study findings, based on responses from 42% of the 375 students surveyed, included the following: (1) the overwhelming majority of all non-returning students were females, attending part-time on an unclassified basis; (2) white non-returning students tended to be enrolled part-time, while a greater proportion of black non-returning students were enrolled full-time; (3) almost half of the non-returning students cited pursuit of a degree or certificate as their primary reason for enrolling; (4) chief among the reasons for withdrawal for full-time students was "failing or not doing as well as I wanted to do," while part-time students more often cited "lack of time due to job requirements" or "completed course(s) that I desired to take" as reasons for withdrawal; and (5) 64% of the non-returning students were working, and 70% expressed a desire to return to college. Recommendations based on study findings and the questionnaire are included. (EJV)

ED 259 828 PS 014 994

Morlock, Linda L.
Latchkey: A Model School-Age Child Care Program Operated in the Public Schools.
Latchkey Services for Children, Inc., Largo, FL.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Models; Needs Assessment; *Organizational Objectives; Program Descriptions; *Program Development; Public Schools; *School Age Day Care; School Role
IDENTIFIERS- *Latchkey Children

This brief overview of the Pinellas County, Florida, Latchkey program for school-age children initially discusses the background of the project and states program goals and objectives. The operation's organizational structure is delineated. Discussion then focuses on site development, interrelationship with the public school system, developmental components of the Latchkey curriculum, and the cost effectiveness of the services provided. Concluding remarks provide a brief report of the Latchkey Task Force's needs assessment survey. (RH)

ED 259 843 PS 015 229

Prevention in Obstetrics.
International Children's Centre, Paris (France).
PUB DATE- 84
NOTE- 76p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, Paris, France 75016 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Birth; Developing Nations; Equipment; *Medical Services; Nutrition; *Obstetrics; *Perinatal Influences; *Pregnancy; *Prenatal Influences; Prevention
IDENTIFIERS- Medication; *Postnatal Influences

The aim of this issue of "Children in the Tropics" is to describe work that may be done by a motivated health team having only the strict minimum of material resources. While not a handbook of obstetrics, this text serves as a reminder of basic information and procedures workers must be able to perform. Following a review of the educational and psychological role of health workers, the discussion offers a description of the progression of the prenatal visit for the first, second, and third trimesters of pregnancy. Discussion then shifts to the management of a normal pregnancy and to what must be done when a risk or pathology has been discovered. Subsequent discussion focuses on the surveillance of labor, delivery, and the puerperium. In conclusion, the importance of planned parenthood is briefly discussed. Appendices provide information about nutrition and pregnancy, medication and pregnancy, medication used in obstetrics, and equipment for the consulting and delivery rooms. (RH)

ED 259 857 RC 015 359

McCune, Allen D.

A Merit Pay Plan for the Small, Rural School.

PUB DATE- Jun 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Role; Elementary Secondary Education; *Management by Objectives; Measurement Objectives; *Merit Pay; *Program Design; Program Development; Program Implementation; Rural Education; Small Schools; *Teacher Participation

A merit pay plan can be successful if it contains unified and agreed upon objectives, integration and expansion of present key tasks, and endorsement and involvement of the entire educational staff. The responsibility of developing appropriate goals rests with the board of education, while the responsibility of documenting voluntary participation in the accomplishment of the established goals is placed with individual educational staff members. Objectives should focus on process (the way things are done) as well as on progress (outcome evaluation). Plan implementation requires the formation of an educational assurance review committee, ideally composed of three board and three staff members, with the school superintendent serving as chairperson. Staff select two or three appropriate administrative, departmental or grade-level, central office, school building, or specific class goals to accomplish each year. Each documented, achieved objective should result in a 1% base salary increase. Such a plan would be on-going, with objective formation/modification occurring every 2 years at maximum. An educational assurance plan could be implemented within an academic year, with final goal setting by September 1, progress review in January, completion of documentation by mid-April, May documentation review by the committee, and compensation checks awarded by mid-June. (NEC)

ED 259 871 RC 015 411

Benally, Elaine Roanhorse
American Indian Children's Literature: An Update.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indian Literature; American Indians; American Indian Studies; *Childrens Literature; Cultural Activities; Cultural Awareness; Elementary Education; *Instructional Materials; Parent Materials; *Resource Materials; Tribes
IDENTIFIERS- ERIC Digests

An annotated, selective list of reading materials for children and instructional aids for parents, teachers, and librarians is presented in this digest. The 24 entries, many written by American Indians, are drawn from a variety of sources and deal with tribes from several regions. Many of the materials are intended to help American Indian children and parents gain a positive concept of themselves and their heritage and to promote among non-Indian children and educators a greater understanding and appreciation for the American Indian people and their culture. Each entry includes author, title, date, number of pages, source, and a brief annotation. Most entries are available in ERIC collections. (JHZ)

ED 259 479 EC 180 215

Ballantyne, Duncan; And Others
Cooperative Programs for Transition from School to Work. Report.
Russell (Harold) and Associates, Inc., Waltham, Mass.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 150p.
CONTRACT- 300-83-0158
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs; Coordination; Demonstration Programs; *Disabilities; Educational Trends; *Education Work Relationship; *Special Education; *Vocational Education; *Vocational Rehabilitation

The report discusses exemplary practices in coordinating special education and vocational rehabilitation services. Project sites were nominated and visited and staff interviewed. The first of two sections in the report compares program elements (planning, administration/structure, staff development training and dissemination efforts, vocational assessment and Individualized Education Programs/Individual Written Rehabilitation Plan development, and programing), and cites trends in collaborative programs between vocational rehabilitation, special education, and vocational education. Section 2 contains field study reports on each of nine projects visited. Detailed descriptions are presented of model approaches to collaboration. Concluding the report is a chart showing significant characteristics of field study programs. (CL)

ED 259 496   EC 180 232

Project Parallel: Home/School Intervention Model for Behaviorally Disordered Students. Family Awareness Training Materials. Project IOWA.

Area Education Agency 6, Marshalltown, IA.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.

PUB DATE- 84

NOTE- 110p.; A publication of Project Iowa; a part of the Iowa Monograph Series.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adopted Children; *Disabilities; Divorce; *Family Counseling; *Family Relationship; Foster Children; One Parent Family; Socialization; Systems Approach; Theories

Six papers address issues regarding services for families with handicapped members. An initial paper on "Family Awareness" by D. Darnell reviews the systems approach, notes the structure of family systems, and discusses characteristics of healthy families. D. Hutchison and D. Darnell follow with an analysis of "Families of Handicapped Children," noting structural adaptations. B. Halderman discusses "Social Learning Theory" as it applies to development and maintenance of antisocial, coercive, or aggressive behavior patterns in the family. The concluding three papers address specific problems concerning divorce and single-parent families (G. Nunn), the stepfamily (B. Kopper-Roland), and foster and adoptive families (B. Halderman). (CL)

Midwest Talent Search Quarterly, Volume II, Issues 1-4, Winter 1984-Fall 1984.

Northwestern Univ., Evanston, Ill. School of Education.

PUB DATE- 84
NOTE- 77p.; Name changed to Talent Development, Volume II, Issue 4, Fall, 1984. Photographs will not reproduce clearly. For Volume I, see EC 180 235.
AVAILABLE FROM- Talent Development Quarterly, Midwest Talent Search, Northwestern University, School of Education, 2003 Sheridan Rd., Evanston, IL 60201 ($15.00 per year, $5.00 per copy, quantity price: $3.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academically Gifted; Counseling Techniques; Curriculum Development; Elementary Secondary Education; *Gifted; *Summer Programs; Talent; *Talent Identification

Four issues of the newletter focus on aspects of education for academically talented students. The major articles in each issue address the following topics: the importance of career, psychosocial, and academic counseling for gifted students; curriculum development; summer programs of the Midwest Talent Search (MTS); leadership training; the definition and development of talent; profiles of successful students in the MTS program; effective study habits for students; and reasons young children write. Newsletters also include lists of books, summaries of educational highlights, and legislative news. (CL)

ED 259 577 FL 015 139

Balinkin, Ausma
A Comprehensive Declension Table for Compositions in German.
PUB DATE- 85
NOTE- 6p.; For related documents, see FL 015 131-138.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134) Journal Articles (080)
DESCRIPTORS- Adjectives; Classification; *Form Classes (Languages); *German; Grammar; Higher Education; *Language Usage; *Nouns; *Second Language Instruction; Tables (Data); *Writing (Composition); Writing Skills

The earlier composition is introduced in language instruction, the sooner students see it as a means for self-expression. However, beginning students have not learned enough grammar to produce intelligible compositions and intermediate students frequently have difficulty in synthesizing what they have learned. Thus the teacher must try to correct multiform errors without confusing or discouraging enthusiastic authors. In German, a prevalent stumbling block is the integration of the noun and its modifiers. This problem can be reduced by using a reference consolidating independent grammatical elements so they are visible at a glance, a comprehensive table declining definite articles, indefinite articles, attributive adjectives, nouns, "der"-words, "ein"-words, and prepositions. For intermediate students, its usefulness can be enhanced by having students prepare their own. Students of elementary German can be similarly guided in preparing their own tables even though they are not familiar with all of the content. Adherence to the table reduces the variety of errors students are likely to make in grammar, and corrections can be correlated with specific points on the table, making them more easily understood. The table is also useful for teachers in correcting compositions. (MSE)

ED 259 606 HE 018 294

Houwing, J. F., Ed.; Kristjanson, A. M., Ed.
Inventory of Research into Higher Education in Canada, 1985=Inventaire des recherches sur l'enseignement superieur au Canada, 1985.
Association of Universities and Colleges of Canada, Ottawa (Ontario)
REPORT NO.- ISBN-0-88876-089-2
PUB DATE- 85
NOTE- 73p.; Document printed on colored paper.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada, K1P 5N1 ($6.00).
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Faculty; College Instruction; College Students; Continuing Education; Educational Finance; *Educational Research; Extension Education; Foreign Countries; *Postsecondary Education; Researchers; *Research Projects; Scholarly Journals; School Personnel
IDENTIFIERS- *Canada

The 1985 inventory of research into higher education in Canada provides descriptions of 328 research, innovative, and experimental projects on postsecondary education in Canada. The projects, which are entered in the language in which they were reported (English or French), are grouped under six categories: general; administration, finance and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. The following format is used: title, brief description, estimated date of completion, name and date of completion, name and address of researchers, source of further details if other than the researchers are mentioned, and publication arising from the project (title and information on availability). Specific topics include: organization and structures, accreditation, Canadian studies, general bibliographies, costs, planning, information systems, enrollment projections, employment of graduates, teaching effectiveness, grading, characteristics of staff, employment conditions, student characteristics, educational and occupational plans, student financial aid, adult learning, and off-campus instruction. The addresses of universities are included. (SW)

ED 259 620 HE 018 501

Zammuto, Raymond F.
Characteristics of Enrollment Competition in Higher Education. ASHE 1985 Annual Meeting Paper.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; *College Choice; College Programs; College Science; *Competition; Competitive Selection; *Enrollment Trends; Geographic Regions; *Higher Education; *Institutional Characteristics; Liberal Arts; Private Colleges; Professional Education; School Size; Selective Colleges; State Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Peer Institutions

Characteristics of competition from an institutional perspective were studied, based on a 1983 field study of the management and performance of four-year institutions. Attention was directed to three concerns: the similarity of competing institutions; the extent to which enrollment competition is structured by characteristics such as institutional type, control, selectivity, geographic region, and program emphasis; and how well institutional perceptions of competitors match prospective students' interests in colleges. Questionnaires were also completed by 269 institutions, representing 81 percent of the larger field study sample. Overall, it was found that focal institutions perceived their competitors as being larger, more selective, more likely to be public, and offering higher level degrees than they. Of 1,295 competing institutions identified by 252 focal organizations, 39.5 percent of the competitors were of the same institutional type as the selecting focal institutions. Competition was highest for major doctoral institutions and lowest for specialty institutions. In addition, focal institutions identified competitors of the same size about 50 percent of the time. Additional findings, comparisons with other student choice studies, and future research needs are also discussed. (SW)

ED 259 634 HE 018 515

Hossler, Don
A Research Overview of Student College Choice. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; *College Choice; Decision Making; *Enrollment Influences; Family Influence; Higher Education; *Information Needs; Marketing; Models; Student Recruitment
IDENTIFIERS- *ASHE Annual Meeting

A three-stage model of college choice is outlined, and research related to the model is reviewed. The first phase is a developmental one in which students determine whether they would like to attend college. For students entering postsecondary studies, the second stage involves gathering information about educational options. The third state is the selection of a college. Research has indicated that the decision about attending college is affected by: student and family background characteristics, attitudes and aspirations, significant others, and high school characteristics. During the search stage written information about colleges, campus visits, and admissions/recruitment activities help students choose a school. The search process may also be influenced by parental income, Scholastic Aptitude Test scores, and college geographic location. Type and amount of scholarship aid can also affect student matriculation. Both the search and choice phases are characterized by increasing interaction between the student and colleges. It is noted that understanding the process of student college choice has implications for college marketing efforts. (SW)

ED 259 648 HE 018 529

Blackburn, Robert T.; Wylie, Neil
Current Appointment & Tenure Practices: Their Impact on New Faculty Careers. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Employment Practices; Faculty Mobility; Higher Education; Males; *Nontenured Faculty; *Personnel Policy; *Sex Differences; *Tenured Faculty; Trend Analysis; *Women Faculty
IDENTIFIERS- Albion College MI; Antioch College OH; *ASHE Annual Meeting; College of Wooster OH; Denison University OH; Depauw University IN; Earlham College IN; Hope College MI; Kalamazoo College MI; Kenyon College OH; Oberlin College OH; Ohio Wesleyan University; Wabash College IN

Faculty appointment and tenure practices at 12 liberal arts colleges of the Great Lakes Colleges Association (GLCA) were studied, as part of a federally funded project dealing with junior faculty. On the average, about 40 percent of the colleges' faculty were untenured, a proportion close to the national average. This percentage had not changed significantly over a 5 year period. Over 60 percent of the untenured faculty were on tenure tract (TT) positions and about 25 percent of the total faculty who were not tenured were in TT slots. While there was no large increase of women to the faculty ranks, at least not into TT positions, a larger proportion of female than male faculty left the colleges. The data indicated little difference between the rates of achieving tenure for men and women: both seem to be having more difficulty achieving tenure in 1983 compared to 1979. A greater proportion of women were in non-TT positions than in TT positions. Possible explanations of each of the findings are offered. The participating schools were: Albion College, Antioch College, Denison University, Depauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, and Wooster College. (SW)

ED 259 662 HE 018 543

Progress on Implementing New Authorization Standards and Approval Policy for California's Nonaccredited Private Colleges and Universities. Commission Report 85-18.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 85
NOTE- 43p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; College Programs; *Degrees (Academic); Government School Relationship; Institutional Characteristics; *Institutional Evaluation; Postsecondary Education; *Private Colleges; Program Implementation; Public Policy; State Boards of Education; *State Legislation; *State Standards
IDENTIFIERS- *California; *Nonaccredited Colleges

Two California bills (signed into law in fall 1984) designed to improve state standards for approving and authorizing private, nonaccredited colleges and universities are examined, with attention to the background to the bills, the key changes in statute that each bill accomplished, and the current status in their implementation. Senate Bill 2151 changes the process by which most private, nonaccredited schools will be authorized to grant degrees. Formerly, an institution could grant degrees with only an accurate disclosure of its goals, programs, and resources and the showing of $50,000 in assets devoted to educational use by the institution. The new process requires that a college's entire program, faculty, academic requirements, and physical and fiscal resources meet qualitative standards. The primary change instituted by Bill 1923 is to make the approval process an institutionwide process and ensure that the college will not achieve approved status unless and until every degree program attains the quality required under this section of the law. Prior to the bill, state approval was granted on a program-by-program basis. It is expected that the implementation of this law will assure both the quality and strength of entire institutions as well as individual programs. The texts of both bills are appended. (SW)

ED 259 675 HE 018 603

McClintock, Charles
Information Management in Educational Organizations: Assessing Administrators' Information Needs. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrators; *College Administration; *Decision Making; Higher Education; Human Resources; *Information Needs; *Information Sources; Management Information Systems; Program Administration; *Program Development; Program Evaluation; State Surveys; Statistical Data; Surveys
IDENTIFIERS- *AIR Forum

Factors related to the contextual aspects of educational administrators' information needs were studied in a statewide survey of 199 administrators of adult and community education programs. Attention was directed to: varying preferences for different information sources, the effects of different decision or program development tasks on preferences for information sources, demand for accountability, and program uncertainties. The verbal information sources included discussion with agency clients (internal) and government officials (external). Administrators generally found information from verbal sources more useful for program development than information from analytic sources (e.g., surveys, structured program evaluations). Analytic information was most useful to administrators when demands for accountability and program certainty were at high levels. Administrators did not see the value of analytic information for tasks such as resource allocation, program design, and monitoring. It is suggested that the problem may be that analytic information is too costly or unwieldy. Future research should focus on methods that link the compensatory strengths of verbal and analytic sources of information in the design of information systems. (SW)

Moran, Barbara B.
Academic Libraries: The Changing Knowledge Centers of Colleges and Universities. ASHE-ERIC Higher Education Research Report No. 8, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-17-9
PUB DATE- 84
NOTE- 109p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Department PR-8, One Dupont Circle, Suite 630, Washington, DC ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Libraries; *Change Strategies; College Administration; *College Libraries; Computer Oriented Programs; Cooperative Programs; Economic Factors; Higher Education; *Information Dissemination; *Librarians; Library Acquisition; Library Administration; *Library Automation; Library Collection Development; Library Education; Library Networks; Online Searching; Personnel Policy; Technological Advancement

Changes occurring in college libraries as a result of automation are described, along with financial issues in library management, personnel issues, and changing patterns of collection development and resource sharing. New developments include online public access catalogs, computer-generated bibliographies, online search systems, and computerized library networks that enable sharing of cataloging records. To promote the conversion to modern information services, library directors need managerial, leadership, and fund-raising skills. In addition to a growing number of academic librarians who have been given faculty status, the library school curriculum and the credentials needed by beginning librarians have changed in response to modern developments. As a result of the tremendous growth in the volume and costs of publications, campus libraries have been unable to maintain previous levels of collection development. Examples of resource sharing, which addresses this difficulty, are identified. Also considered are new formats in library collections (e.g., video discs), and the problem of preserving library materials. Recommendations concerning planning, financial support of libraries, and cooperative library ventures are included. (SW)

ED 259 730 IR 051 155

IFLA General Conference, 1984. Round Table for the Management of Library Associations. Regional Activities Division. Section on Africa. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 89p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Developing Nations; Economic Development; Information Dissemination; International Organizations; *Library Administration; *Library Associations; *Library Cooperation; Library Education; Library Role; *Library Services; Public Libraries

IDENTIFIERS- *Africa

Papers on the management of African library associations and services which were presented at the 1984 IFLA general conference include: (1) "The Contribution: The Zimbabwe Library Association" (Stanley M. Made); (2) "Libraries and Information Services in the Third World in Danger: The Case of Tanzania" (E. Kaungamno); (3) "Regional Library Cooperation for Development" (B. Y. Boadi, Nigeria); (4) "Voice of Kenya's Role in Collection, Preservation, and Dissemination of Kenya's Cultural Heritage" (M. Kabeberi, Kenya); (5) "The Organisation and Access of Kenya Official Publications and Their Contribution to National Development" (N. Kamau, Kenya); (6) "What Does the African World Expect from IFLA?" (Imn Kigongo, Bukenya); and (7) "The Establishment and Development of a Nationwide System of Libraries in Sierra Leone with Particular Reference to Public Libraries" (Gloria Dillsworth, Sierra Leone). (THC)

IFLA General Conference, 1984. Special Libraries Division. Section on Social Science Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 41p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). For related document, see ED 234 799. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Developing Nations; Foreign Countries; *International Organizations; Library Associations; Library Collections; *Library Education; Library Schools; *Library Services; Professional Continuing Education; Research Libraries; *Social Sciences; Special Libraries
IDENTIFIERS- *Africa; United States

The two papers in this document on social science libraries were presented at the 1984 IFLA general conference. In "Library and Continuing Education with Implications for Developing Countries: A Research Essay," David R. Bender (United States) examines factors impacting upon the skills necessary for effective librarianship in the social sciences, and the role these factors have in shaping library school curricula and continuing education programs. Among the factors identified are new technologies and changing user needs. The paper also discusses a recent study by King Research, "Library Human Resources: A Study of Supply and Demand," that reflects the magnitude of change in the employment of librarians projected through 1990 within the United States. In "The Provision of Social Science Literature and Information Services in Kenya: Availability, Accessibility, Future Prospects and Problems," J. F. Lilech (Kenya) provides an exposition of Kenya's need for social science information as an indispensable domestic resource to be mobilized by planners, policy-makers, and managers. The national need for library and information services is emphasized with references to the Current Development Plan, 1984-1988. (THC)

ED 259 785 JC 850 417

McClure, Peggy J.
Science Mastery: A Design for High-Risk Student Success.
Midlands Technical Coll., Columbia, SC.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Studies Programs; *High Risk Students; Mastery Learning; Program Descriptions; *Remedial Instruction; *Science Instruction; Two Year Colleges

Midlands Technical College has developed a model for a developmental science program which offers assistance to students through a three-phase "spanning for success" approach in which the transition from developmental to curriculum course work is gradual; and the developmental instructor works closely with the student from the time that s/he enrolls in developmental science until s/he successfully completes his/her mainstream science course. Though open to all science students, the developmental science program is designed for students who are enrolled in programs for which anatomy, chemistry, or physics is a requirement, but who did not take the course in high school; took it but were not successful; or feel the need for background preparation in science. The program operates through developmental, transitional, and spanning for success phases, which begin as well-ordered, tightly structured mastery learning experiences, proceed to more independent developmental instruction and auditing experiences in mainstream courses, and conclude with mainstream class enrollment supplemented with tutorial assistance. Evaluation studies indicate that the program has increased student success in mainstream science courses and increased student persistence in college, as well as providing other benefits for students and faculty. (AYC)

ED 259 528 EC 180 264

Smith, Mary F.
The Developmental Disabilities Programs: Statutory Authority and Budget Information.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-83-146-EPW
PUB DATE- 20 Jul 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Demonstration Programs; *Developmental Disabilities; *Federal Aid; *Federal Legislation; *Federal Programs; Interdisciplinary Approach; State Programs
IDENTIFIERS- *University Affiliated Facilities

The booklet provides an overview of the federal and state programs which were established to coordinate and initiate services for persons with developmental disabilities. The scope of the Developmental Disabilities Assistance and Bill of Rights Act is explored and the definition of developmental disability explained.

The role and functions of the state developmental disabilities program are covered in terms of state planning councils, state plans for services to persons with developmental disabilities, and information on state allotments. Discretionary special project grants to extend or improve services are discussed with a list of service-related activities that are eligible for such funds. Requirements for protection and advocacy systems are briefly considered. Congressional findings regarding the rights of persons with developmental disabilities are reviewed, followed by a summary of the university affiliated training programs designed to provide interdisciplinary training. A final section outlines authorizations and appropriations for developmental disabilities programs. (CL)

ED 259 545 EC 180 281

Zumberg, Marshall; Sundel, Gregory
The Mentally Retarded Offender: A Demographic Study.
PUB DATE- 84
NOTE- 10p.; Paper presented at Project SHARE Conference (Detroit, MI, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Criminals; *Incidence; *Mental Retardation

Five instructors from a learning center of an adult county jail were surveyed to identify clients who were possibly mentally retarded. The instructors received in-service training on the definition of mental retardation and characteristics of mentally retarded citizens. Instructors proceeded to refer 20 inmates out of a pool of 250 inmates enrolled in the learning center. The 20 inmates were evaluated. The result of the evaluation indicated 60% (N=12) fell within the mentally retarded range of over-all intellectual functioning. This represented at most 5% of this offender population as being mentally retarded--far less than most current estimates, but enough to warrant special consideration for services. (Author/CL)

ED 259 562 FL 015 124

Morse, Ronald A., Ed.; Samuels, Richard J., Ed.
Getting America Ready for Japanese Science and Technology.
Woodrow Wilson International Center for Scholars, Washington, D. C.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 15 May 85
NOTE- 205p.; Proceedings of a conference sponsored by the Asia Program of the Woodrow Wilson International Center for Scholars and the Massachusetts Institute of Technology-Japan Science and Technology Program (February 7-8, 1985, Washington, DC).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Area Studies; Audiovisual Instruction; Certification; Classroom Techniques; Computer Assisted Instruction; Computer Oriented Programs; Cross Cultural Training; Educational Technology; Foreign Countries; Futures (of Society); Industry; Information Centers; *International Cooperation; *Japanese; *Languages for Special Purposes; Program Descriptions; Public Policy; Science Education; *Second Language Instruction; Teaching Methods; *Technological Advancement; *Translation
IDENTIFIERS- *Japan; United States

The proceedings of a conference on the development of language capabilities to prepare United States scientists to share in scientific and technological development with Japan include these papers: "Are Japanese Language Programs Reaching Scientists and Engineers?"; "Japanese Language Study for Engineers: High Tech Perspectives"; "Applied Japanese Studies for Science and Engineering at American Universities"; "Training and Certifying Japanese Technical Translators"; "Designing Effective Language Teaching for Professionals"; "Problems in Teaching Technical Japanese"; "Commentary" A Cautious and Deliberate Strategy Is Needed"; "Establishing a Japanese High-Technology Information Company in the United States"; "The Problems of Operating a Technical Translation Company in Japan"; "The Japan Information Center of Science and Technology"; "A National Agenda for Japanese Language Training"; "National Language Policies and the 99th Congress"; "Machine Translations: Developments and Prospects"; "Fujitsu's Machine Translation System"; "The Bravice Computer Translation System"; "The MIT Athena Language Learning Project: A View from the Future"; "Teaching Japanese on the PLATO Computer-Based Education System"; and "Enhanced Language Instruction: Interactive Video and Audio Technology". A list of conference participants is also included. (MSE)

ED 259 703 IR 011 735

High Technology and Its Benefits for an Aging Population. Hearing before the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-No-98-459

PUB DATE- 22 May 84

NOTE- 82p.; Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adult Programs; *Aging (Individuals); Computer Literacy; Federal Legislation; Health Services; Hearings; Microcomputers; Older Adults; Physical Mobility; *Quality of Life; *Technology

IDENTIFIERS- Congress 98th

Designed to assist the House Select Committee on Aging in determining how technology can be utilized to improve the quality of life for the older population both now and in the future, this hearing was convened for five specific reasons: (1) to identify applications of technology for the benefit of older persons and mechanisms for their development; (2) to educate Congress and the public about the various technologies that can benefit the elderly; (3) to increase public awareness of the ways technology could facilitate daily living for older persons; (4) to learn about the problems that could inhibit technological developments; and (5) to determine whether market forces can adjust to the economic and ethical consequences of applying such technology. Two panels, consisting of witnesses from the American Association of Retired Persons, Palo Alto Veteran's Administration Medical Center, University of San Francisco, Drexel University, Miami Jewish Home and Hospital for the Aged, and representative senior citizens, presented testimony on the impact of such technologies as robotics and microcomputers on health care delivery and quality of life for senior citizens. Additonal materials received for the hearing record are appended. (JB)

ED 259 800 JC 850 435

Allan, Beverly; Bartek, Bruce

Postsecondary Plans of 1985 High School Graduates in the J. Sargeant Reynolds Community College Service Area.

J. Sargeant Reynolds Community Coll., Richmond, VA. Office of Educational Planning and Research.

PUB DATE- Aug 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *College Choice; High Schools; *High School Seniors; *Occupational Aspiration; Questionnaires; School Surveys; *Student Educational Objectives

In spring 1985, J. Sargeant Reynolds Community College (JSRCC) conducted a survey of high school seniors in the local public high schools to determine students' educational/employment plans; college choice; and curricular interests. Questionnaires were distributed to a sample of senior-level classes to obtain a representative sample of 15% of the senior student body in each school. Study findings included the following: (1) there were 631 fewer seniors enrolled in the 15 area public high schools in fall 1984 than 2 years earlier; (2) 73% of the seniors planned to attend college after high school, representing a 3% drop over 1983; (3) more of the college-bound seniors planned to attend a two-year college in 1985 than in 1983, and a greater proportion of these students planned to attend JSRCC; and (4) despite significantly fewer seniors in the service in 1985 and a lower college-going rate, resulting in some 600 fewer students projected to attend college after graduation, the study suggested a loss of less than 70 students planning to attend JSRCC when compared to the figures for the 1983 graduating class. The survey instrument is appended. (AYC)

Ryan, Patricia
Fostering Discipline: Instructor's Manual.
Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 83
NOTE- 171p.; For related documents, see PS 015 092-093.
GRANT- ACYF-HHS-NCAN-182/90-CA898
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Behavior Change; Child Abuse; Child Development; Children; Corporal Punishment; *Discipline; *Foster Care; Foster Family; Guidelines; Instructional Materials; Parenting Skills; Parent Rights; *Parent Role; Performance Contracts;

*Positive Reinforcement; Prevention; *Punishment; Sexuality

"Fostering Discipline" is a manual to be used in education for families who provide service to foster children. It assumes that the participants in the class have had prior instruction in their roles as foster parents, the purposes of foster care, the reasons why children are in care and their relationship with the agency. This instructor's manual, containing information for instructors and participants, is designed to prevent abuse in foster care and deals with some very sensitive material. It challenges many of the traditional ideas that American parents have about child rearing techniques and stresses limits placed on families who provide foster care for children. Overall, the manual argues against any use of corporal punishment with children in foster care and emphasizes positive reinforcement of desired behaviors rather than heavy reliance on punishments of any kind. Organized as a course in 10 sessions, contents focus on defining discipline; the relationship between discipline and how children learn; understanding children's behavior; specifying and assessing behavior and development; identifying and changing problematic behavior; setting rules and consequences; disciplining teens; and handling sexual behaviors. The final two sessions focus on self-assessment and course review. Related material and a list of readings for foster parents are appended. (RH)

ED 259 844 PS 015 240

Who Cares for Kids?

League of Women Voters of Illinois Education Fund, Chicago.

SPONS. AGENCY- Washington National Insurance Co., Evanston, IL.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- The League of Women Voters of Illinois Education Fund, 67 East Madison Street, Chicago, IL 60603 ($1.50, plus $1.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Child Neglect; *Child Welfare; *Day Care; *Disabilities; Drug Abuse; Early Childhood Education; Early Parenthood; Emotional Disturbances; Justice; *Juvenile Courts; *Mental Health; Pregnant Students; Special Education; State Agencies
IDENTIFIERS- *Child Support; Illinois; Permanency Planning (Foster Care)

This collection of 12 educational bulletins provides background information on highly visible, "hot" issues receiving public attention. After four pages of information concerning the current state of children's services in Illinois, two-page discussions are provided of 11 general topics. Titles in the collection are (1) "Overview of Services"; (2) "Child Abuse and Neglect: Missing Children"; (3) "Child Support"; (4) "Day Care and Early Childhood Education"; (5) "Drug and Alcohol Abuse"; (6) "Education for Special Needs: Truancy, Vocational Education"; (7) "Health Care: Physical and Developmental Disabilities"; (8) "The Juvenile Court"; (9) "Juvenile Justice: Courts and Corrections"; (10) "Mental Health and Emotionally Disturbed Children"; (11) "Permanency Planning: Reunification, Foster Care and Adoption"; and (12) "Teenage Pregnancy and Parenthood." Referral sources are listed at the end of each discussion. In addition to discussing the issues, contents generally describe funding arrangements and existing programs addressing problems. (RH)

ED 259 480 EC 180 216

Educators' Guide to Effective Special Education Materials. 1985-86 Edition (as Reported by 611 Special Educators).

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Apr 85

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Instructional Materials; *Media Selection

The booklet lists special education materials rated effective by the Teacher Initiated Materials Evaluation (TIME) process. Six hundred eleven special educators completed report forms identifying effective materials. The contents are organized by exceptionality area, level and curricular area. The exceptionality area is broken into the following categories: preschool handicapped; mildly mentally handicapped; moderately mentally handicapped; severely/profoundly mentally handicapped; speech, hearing, and language disordered; emotionally handicapped; learning disabled; deaf and hearing impaired; blind and visually impaired; physically handicapped; and multiply handicapped. Each exceptionality area is subdivided by age level and curricular area (including reading and language arts, arithmetic, social development, science, perceptual and motor skills and social studies). Materials are coded according to type (print material, kit, computer software or electronic aid, other or mixed). Each title contains a respondent contact number so reader may contact educators who used this material. Descriptive detail and pricing information are not included but publishers' addresses are provided. (CL)

ED 259 497 EC 180 233

Today's Hearing Impaired Children and Youth: A Demographic and Academic Profile.

Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.

PUB DATE- 85

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)

DESCRIPTORS- Age; *Deafness; *Demography; Elementary Secondary Education; *Hearing Impairments; Incidence; Sex; *Statistical Data

Based on an annual survey, this special factsheet provides answers to frequently asked questions about hearing impaired children and youth. Information includes incidence; makeup of the hearing impaired population by sex, age and ethnic background; time of onset of loss; degree of hearing loss; leading cause of hearing loss; percentages of hearing impaired students participating in special and regular education and in sign language instruction; amount of use of sign language by families; effects of degree of loss on speech intelligibility; effect on academic performance; trends in enrollment patterns in public residential schools; and numbers of colleges offering special programs for hearing impaired students. In addition to the question and answer format, the paper includes numerous graphs. (CL)

ED 259 578 FL 015 140

Williams, Huw

Plus or Minus Causal Conjunctions: An Aid to Reading Comprehension.

PUB DATE- Dec 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Reading Comprehension; *Second Language Instruction; *Sentence Structure
IDENTIFIERS- *Conjunctions

Causal conjunctions that form a grammatical bridge between simple and complex sentences can be either plus or minus causal conjunctions. The category of plus causal conjunctions includes a "because" group (since, as, because of, owing to, due to, as a result of, as a consequence of) and a "so" group (therefore, hence, consequently, accordingly, as a result of that, because of that). The minus causal conjunctives include an "although" group (though, even though, even if, in spite of, despite, irrespective of, notwithstanding) and a "nevertheless" group (but, however, but all the same, in spite of that, despite that). Giving students of English as a second language a list of these words and phrases in categories assists them in reading texts more easily. However, the students also need to know that many of the conjunctions have different meanings even though they look similar. There is no need for the student of English to be able to use all of these conjunctions, even for systematic writing, but reading will be simplified greatly if the causal conjunctions can be analyzed systematically. (MSE)

ED 259 635 HE 018 516

Licata, Christine M.
An Investigation of the Status of Post-Tenure Faculty Evaluation in Selected Community Colleges. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges; *Evaluation Criteria; *Faculty Evaluation; Higher Education; Personnel Policy; School Surveys; *Teacher Attitudes; *Tenured Faculty
IDENTIFIERS- *ASHE Annual Meeting; Post Tenure Review

The evaluation process for tenured faculty at community colleges was studied. A total of 857 faculty and administrators from nine member colleges of the League for Innovation in the Community College completed questionnaires. Research concerns included: whether formal evaluation policies and procedures existed for tenured faculty; purposes of both pre-tenure and post-tenure evaluation at individual colleges; evaluation criteria; staff members responsible for faculty evaluation; whether post-tenure evaluation accomplishes its stated purpose; and differences in attitudes among tenured faculty, nontenured faculty, and administrators regarding the perceived need, purpose, and value of post-tenure evaluation. Findings include: over 77 percent of respondents indicated that formal post-tenure evaluation existed at their college; 56.8 percent of administrators and 45.9 percent of faculty identified faculty development as the main stated purpose for post-tenure evaluation; 59.1 percent of administrators and 49.6 percent of faculty reported that the main stated purpose of pre-tenure evaluation was to provide information for personnel decisions; and over 88 percent of respondents felt that different evaluation plans or criteria were needed to better accommodate individual faculty interests. (SW)

ED 259 717 IR 011 750

Survey of Computer Use, Spring 1983 and Microcomputer Use in New York State Public Schools, Total State, Fall 1984.

New York State Education Dept., Albany. Center for Learning Technologies.

PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Computer Software; Elementary Education; High Schools; Input Output Devices; Instructional Innovation; *Media Selection; *Microcomputers; State Surveys; Tables (Data); *Use Studies
IDENTIFIERS- *Computer Uses in Education; *New York (New York)

Based on the results of a survey distributed to all New York State public and non-public elementary and secondary schools, this publication presents a scenario of the current state of use of microcomputers and related equipment in those schools, and provides data and a context for a series of subsequent publications. The 20 data tables that display the survey's findings are divided into two content areas--hardware acquisition, availability, and use; and software acquisition and use. Survey findings are divided into public, non-public, and total categories; a listing of separate data for New York City is also provided. Survey topics include: (1) availabilty and use of microcomputer terminals in schools; (2) percent distribution of microcomputers, by brand name, in schools; (3) ranking of reasons for selecting specific microcomputers; (4) percentage of microcomputers and terminals solely dedicated to selected applications; (5) source of software/courseware owned by schools; (6) frequency of use of instructional software by curriculum; (7) distribution of instructional software by curriculum area and instructional strategy; (8) terminal or microcomputer programs used by students and teachers; (9) ranking of reasons for selecting specific microcomputer software; (10) ranking of criteria used for evaluating effectiveness of microcomputer software; (11) administrative/management functions supported by microcomputer or terminal courseware; and (12) ranking of reasons for selecting microcomputer administrative software. (JB)

ED 259 757 IR 051 202

Hanscom, Martha; And Others
Report of the Task Force on Preservation Practices.
Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- May 85
NOTE- 35p.; For related documents, see IR 051 197-203.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Libraries; *Environmental Influences; Higher Education; *Improvement Programs; *Library Materials; *Library Personnel; Library Planning; Natural Disasters; Occupational Information; Operations Research; Policy Formation; *Preservation; Program Implementation; *Repair; Research Libraries; Self Evaluation (Groups); Staff Development
IDENTIFIERS- Association of Research Libraries; *University of Wyoming

This task force report discusses preservation practices in the University of Wyoming Library and presents recommendations for developing a more cohesive library material preservation program with a timeline for implementation. Recommendations deal with the specific areas of staffing the conservation program; condition of library materials; environmental factors; staff and patron education; handling library materials; repair practices, materials, and facilities; treatment policies and procedures; binding practices; and disaster planning. The formal charge to the Task Force on Preservation Practices, a conservation coordinator position description, and the timeline for implementing the conservation program are appended to this report. (MBR)

ED 259 771 JC 850 403

Miami-Dade Community College 1984 Institutional Self-Study. Volume III: Academic Policies and Curriculum Reforms (Core Courses, Distribution Courses and Electives, Student Flow).

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85

NOTE- 191p.; For other volumes, see JC 850 401-408.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrative Policy; Administrator Attitudes; *Attendance Patterns; Community Colleges; *Core Curriculum; *Curriculum Development; Elective Courses; *General Education; Organizational Change; *Self Evaluation (Groups); Student Attitudes; Teacher Attitudes; Two Year Colleges

IDENTIFIERS- *Student Flow Models

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of MDCC's academic policies and curriculum reforms. Introductory material provides a background to the study, a history of general education at MDCC, a discussion of student flow through the educational system, and a description of evaluation methods. The following sections present the results of the evaluation of impact of reforms in three areas: core courses, distribution courses and electives, and student flow. Each section includes an abstract of the self-study, information on the background of the study, descriptive data, information on methodology, results and conclusions, and recommendations and projections. Finally, a summary of the study is presented, indicating that the new general education program at MDCC has found widespread approval from faculty, staff, administrators, students, and the community, and that areas for future investigation and possible modification include grade inflation, unrealistic student expectations, and lack of understanding of core course objectives by students. (HB)

ED 259 815 JC 850 455

1984 Graduate Follow-Up Study.

John Tyler Community Coll., Chester, VA. Office of Institutional Research.

PUB DATE- Mar 85
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; *Employment Patterns; Followup Studies; Graduate Surveys; Participant Satisfaction; Questionnaires; Student Characteristics; Surveys; Two Year Colleges; *Two Year College Students; Vocational Followup

A follow-up study is conducted of each graduating class of John Tyler Community College (JTCC) to document student successes in the job market and in pursuit of advanced studies, provide feedback to administrators and faculty for upgrading educational offerings and services, and provide a summary of student opinions to improve services. A population of 239 graduates was surveyed regarding background information; evaluation of student and academic services; employment status; and educational status. Principal findings, based on a 71% response rate, indicated that: (1) the primary goals of graduates were (in descending order) pursuing a career by obtaining an associate degree, completing courses to transfer, pursuit of a certificate, and personal satisfaction; (2) 90% of the graduates said they were satisfied with the programs and services at JTCC and would recommend the college to others; (3) 74% of the graduates were employed on a full-time basis, and 20% were currently in school; and (4) 66% of the graduates reported working in a field related to their JTCC major, and 11% indicated they were continuing their studies in the same field. Recommendations, student comments, graduate employment and job title information, transfer data, and the survey instrument are appended. (EJV)

ED 259 858 RC 015 360

Darity, Evangeline R.
Multiethnic Perspectives on Education.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the National Conference of the National Association for Women Deans, Administrators, and Counselors (Milwaukee, WI, April 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; American Indians; Asian Americans; Blacks; *Cross Cultural Training; Cultural Awareness; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Ethnic Relations; Global Approach; Hispanic Americans; *Minority Groups; *Multicultural Education; Postsecondary Education; *Teacher Responsibility; Whites

Despite attempts by educators to implement sound programs in multiethnic education, there is conceptual confusion, philosophical conflict, and widespread disagreement about what should be the proper role of public schools and universities in the ethnic education of students, in recognition of minority groups, which include, but are not limited to, Afro-Americans, Hispanic Americans, Asian Americans, and American Indians. Multiethnic education encompasses the study of ethnic cultures and experiences, institutional changes within school settings to provide equal educational opportunities, and promoting the concept of ethnic diversity. Goals for multiethnic education include providing all students with skills, attitudes, and knowledge to function within their ethnic culture, the mainstream culture, and within and across other ethnic cultures; helping mastery of essential reading, writing, and computational skills; reducing the pain and discrimination experienced in school and the wider society because of unique racial, physical, and cultural characteristics; and aiding students in reaching their potential. Educators need social and cultural awareness training which includes development of interpersonal skills to understand cultural differences and perspectives of minority students. Without endorsement from governmental and educational policy makers and opinion leaders, financial support for multiethnic education and transformation of desegregated schools into truly integrated schools cannot occur. (NEC)

ED 259 872 RC 015 416

Rios, Betty Rose D.
Migrant Education: A Quick Look at ERIC.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Clearinghouses; *Databases; Elementary Secondary Education; *Information Retrieval; *Information Services; *Migrant Education; Postsecondary Education; Reference Services; Search Strategies
IDENTIFIERS- *ERIC; *ERIC Clearinghouse on Rural Education Small School; ERIC Digests

Written for potential users of ERIC, this digest provides basic facts about the information storage and retrieval system, the migrant education materials available, and the role of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). The following questions are answered: (1) what is ERIC and how does it work; (2) what retrieval terms should be used to find migrant education materials; (3) what types of publications will be found and what audiences will be addressed in ERIC documents about migrant education; (4) where do migrant documents in ERIC come from; and (5) how can ERIC/CRESS assist the person seeking information? Practical suggestions are made for successful computer searches. These include limiting the search to specific years, specific authors, certain kinds of literature, or geographic regions of interest. (JHZ)

ED 259 513 EC 180 249

Reyher, Nadine E.

Planning and Intervention for the Unique Learner...Putting the Pieces Back Together.

PUB DATE- Feb 85

NOTE- 15p.; Paper presented at the Conference of the National Association of Social Workers School Social Work Conference (January-February, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; *Intervention; *Learning Disabilities; Referral; *Social Workers

This paper discusses the role of social workers in uncovering the learning problems that contribute to the inappropriate school behavior of students classified as severely emotionally impaired. Case studies are used to illustrate students' weakened self esteem, the marked discrepancy between verbal and performance scores, the presence of factors suggesting possible organic or neurological differences, and frequent school practices that ignore the learning domain of students referred for behavior or emotional problems. Successful intervention is seen to include low student-teacher ratios, emphasis on instruction according to students' learning modalities, expectations of positive behavior, discussion with stress on verbal reasoning and problem solving, and social skill building. Reintegration is accomplished gradually. (CL)

Hill, John W.; Gourley, Dick R.

Interactive Pharmacological and Behavioral Management of a Hyperactive Attention Deficit Disordered Child in an Elective Pharmacy Clerkship.

PUB DATE- Feb 85
NOTE- 20p.; Paper presented at the Pan Pacific III Pharmacy Practice--The Year 2000 Conference (Hong Kong, China, February 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attention Control; *Attention Deficit Disorders; *Behavior Modification; *Drug Therapy; Elementary Education; Intervention; Professional Education; Time on Task

The principles of behavior analysis and basic behavioral definitions were utilized by clinical pharmacy students within an interdisciplinary setting to recognize and reinforce the spontaneously occurring on-task desirable behaviors of an 8-year-old hyperactive, attention deficit disordered child. Data gathered by pharmacy students from a case study under the supervision of their preceptors, a clinical pharmacist and a special educator, facilitated the physician's decision to reduce the medication for the child as behavioral intervention was implemented at home and school. Findings indicated that while the subject was taking psychostimulant medication, often recommended for children with hyperactive behaviors, the drug alone did not necessarily result in improvement of on-task, school-adaptive behaviors. Results indicated a significant increase of the subject's on-task time for the scores of five classroom behaviors--coloring, letter production, spelling, reading, and listening comprehension--following pharmacy student behavioral intervention. (Author/CL)

Cohen, Jere
Peer Influence on College Aspirations with Initial Aspirations Controlled.
SPONS. AGENCY- Maryland Univ., College Park. Computer Science Center.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 83
NOTE- 41p.
GRANT- NSF-SES-7924107
AVAILABLE FROM- American Sociological Association, 1722 N Street, N.W., Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Academic Aspiration; *College Attendance; *Educational Attainment; Followup Studies; Higher Education; *High School Students; Interpersonal Relationship; Longitudinal Studies; Occupational Aspiration; *Peer Influence; *Research Problems; Sociometric Techniques

A control factor for studies of high school peer influence on college aspiration was used. Previous estimates of high school peer influence on college aspirations have used peer similarity as an indicator of peer influence but have neglected to control for peers' initial similarity in aspirations at the beginning of their friendships. Longitudinal sociometric data on choices and aspirations were used to control for friends' initial similarity, and a correction factor for peer influence was computed. Two standard types of models were used: the "Wisconsin"-type recursive model of status attainment and a nonrecursive "reciprocal influence" model. The Wisconsin-type model used data from a 15-year followup study for 728 boys who chose new best friends between fall 1957 and spring 1958. The recursive-influence model followed 993 boys and 936 girls who had new best friends. Additional variables include: I.Q. and friend's I.Q.; grade point average; socioeconomic status; occupational aspiration, and educational aspiration of the child and the friend; parents' educational and occupational encouragement; and educational and occupational attainment. It was found that prior estimates of peer influence had been inflated by over 100 percent. High school peer influence on college aspirations had a weak effect. (SW)

ED 259 607 HE 018 296

Gladieux, Lawrence; And Others
Issues and Options in the Guaranteed Student Loan Program. A Working Paper. Paper.
College Entrance Examination Board, Washington, D.C.
PUB DATE- Apr 85
NOTE- 19p.; Prepared for discussion at the Western Regional Meeting of the College Board (February 26, 1985). Revised April 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Credit (Finance); Eligibility; Evaluation Criteria; *Federal Aid; *Financial Aid Applicants; Financial Services; Higher Education; Interest (Finance); Loan Repayment; Program Administration; *Program Costs; Program Effectiveness; *Public Policy; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program

Basic information about the federal Guaranteed Student Loan (GSL) program, including its status and the level of participation, is presented, and policy issues concerning cost, equity, efficiency, and administration are also identified. After specifying six criteria for evaluating options for change in the program, specific options are listed regarding borrower eligibility, borrower interest rates, borrower indebtedness and repayment, lenders, state guarantee agencies, and the Student Loan Marketing Association (Sallie Mae). For academic year 1984-1985, an estimated 3.4 million students will borrow through the GSL program, about 28 percent of all postsecondary students, in contrast to about 10 percent in academic year 1977-1978. GSLs generate $8 billion annually, almost half the total aid available from all sources. In addition to the services of state guarantee agencies, a growing number of lenders are making relatively large commitments of funds to GSL, and secondary market services are generally available to lenders through Sallie Mae. Charts and graphs provide data on program costs, new and outstanding loans, and the distribution of total aid through grants, loans, and work. (SW)

ED 259 621 HE 018 502

Bagshaw, Marque
Managing Resource Uncertainty through Academic Staffing in Four-Year Colleges and Universities. ASHE 1985 Annual Meeting Paper.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
PUB DATE- Mar 85
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Early Retirement; *Employment Practices; Expenditures; Faculty Evaluation; Financial Problems; Higher Education; Nontenured Faculty; *Part Time Faculty; Personnel Policy; Resource Allocation; *Retrenchment; *Teacher Dismissal; *Tenure; Tenured Faculty
IDENTIFIERS- *ASHE Annual Meeting

The use of college staffing strategies to reduce staffing expenditures, to reallocate staffing resources, or to limit the time committment of resources to a position is discussed, based on the literature and data from the Project on Reallocation in Higher Education. Control of the decision to create a position or hire replacements for departing faculty is one of the most common ways to control or reduce the number of faculty. The use of part-time faculty is the most prevalent alternative to traditional tenure-track staffing. Findings of the Project on Reallocation survey include: about 57 percent of full-time faculty members are tenured at four-year institutions; almost 30 percent of full-timers are untenured but on tenure tracks; on the average, about 1 in 12 full-time faculty members at tenure-awarding schools are on a non-tenure-track appointment; almost 30 percent of the sample of four-year tenure-awarding schools have established tenure quotas; of 299 colleges awarding tenure, 30 have retrenched at least one tenured faculty member; about 51 percent of schools with tenure systems sytematically review all tenured faculty; and about 50 percent of the schools have either formal or informal early retirement provisions. Data are provided on the number of schools using each staffing practice and the number of faculty members affected. (SW)

ED 259 649 HE 018 530

Wheeler, Daniel; Creswell, John

Developing Faculty as Researchers. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Ladders; *College Faculty; Developmental Stages; Educational Quality; *Faculty Development; Higher Education; Mentors; *Productivity; Professional Development; Reputation; *Researchers; Research Projects; *Scholarship; Teamwork; Work Environment; Writing for Publication

IDENTIFIERS- *ASHE Annual Meeting; Faculty Publishing

Domains of faculty research development are considered, with attention to various scholarly activities such as publishing in journals, editing books/monographs, publishing book reviews, and delivering papers at professional meetings. A cognitive map of faculty development is presented that incorporates findings from the literature on the sociology of science as well as the literature on career phases/stages of faculty. The sociology of science literature contains a subset of studies on scientific research productivity. Significant correlates of high research performance are identified and organized into individual, organizational, and individual-environmental categories and studies. Specific focus is placed on the following correlates that have been directly related to the faculty career or age literature: sponsorship and mentoring, prestige or quality of instruction, prior productivity, role attrition, collaboration with colleagues, and reinforcement in the workplace. The correlates of productivity are also related to career stage or phase models, including the following periods: graduate preparation, the initial years as faculty member, middle and later years, and retirement and beyond. A bibliography is appended. (SW)

Heintze, Michael R.
Private Black Colleges in Texas, 1865-1954.
REPORT NO.- ISBN-0-89096-223-5
PUB DATE- 17 Jun 85
NOTE- 211p.
AVAILABLE FROM- Texas A&M University Press, Drawer C, College Station, TX 77843 ($27.95)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Academic Education; *Black Colleges; *Church Related Colleges; *College Curriculum; College Environment; College Presidents; College Programs; College Role; College Students; Educational Finance; *Educational History; Faculty Development; Financial Problems; Higher Education; Institutional Characteristics; Liberal Arts; Management Development; *Private Colleges; Vocational Education
IDENTIFIERS- Institutional Mission; *Texas

The founding and development of private, primarily church-related, black colleges in Texas from 1865-1954 are reviewed, with focus primarily on 11 institutions that offered college-level work. Comparisons are made to public black colleges of Texas as well as to other black U.S. colleges and universities. Topical areas include: institutional mission and purpose, administrative and faculty development, academic and vocational curricula, finances, and student life. It is noted that mission statements are among the earliest descriptions of what these colleges stood for and what they hoped to accomplish. They also provide valuable clues to each school's priorities with respect to religious, professional, and vocational training. As a consequence of debate over the definition, purpose, and needs of black colleges, a dualistic type of liberal arts-vocational curriculum emerged in most of these institutions. Additional controversies and problems experienced by the institutions included poor financing, limited facilities, and shortages of teachers and equipment. Evidence is presented to support the revisionist view of these schools as valuable social institutions instead of the corrupt and inadequate imitations critics have described. Included are descriptions of black college presidents and administrators. (SW)

ED 259 676 HE 018 604

Johnson, F. Craig; Tuckman, Bruce W.
Information Requirements for Faculty Merit Pay Decisions. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; College Programs; Decision Making; Evaluation Criteria; *Faculty Evaluation; Higher Education; Information Needs; *Management Information Systems; *Merit Pay; *Productivity; Records (Forms); Research; Scholarship; Schools of Education; State Universities; Teacher Salaries; Writing for Publication
IDENTIFIERS- *AIR Forum; *Florida State University

The development of an information system to help College of Education faculty at Florida State University campuses determine the criteria and procedures for awarding merit pay is described. Faculty groups need information that address both the objectives of individual faculty members and institutional goals. Data needed from the following five sources were examined: five-year salary history, faculty activity for current term, faculty assignment form, types of publications individual faculty completed over the previous five years; and the ranking of journals by faculty. Data collected on instruction and research from existing records from 22 programs, six departments, and for the college as a whole are summarized. Findings include: productivity appears unrelated to rewards; instructional and research productivity appear highly related; and the presence of active Ph.D. candidates appears unrelated to research productivity. Using the information system to identify the most productive programs can help direct both rewards and other resources to them. Institutional issues of faculty equity and motivation to maintain an academic culture are considered in light of a salary model. Conclusions are drawn about an information system to monitor faculty rewards. A salary increase form and faculty activity form are included. (SW)

ED 259 731 IR 051 156

IFLA General Conference, 1984. Bibliographic Control Division. Sections on Bibliography, Cataloging, and Classification. Part 1. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 79p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). For part 2, see IR 051 276. Document contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bibliographies; *Cataloging; *Classification; Databases; *Developing Nations; Foreign Countries; *Indexing; Information Science; International Organizations; Library Associations; Library Automation; Library Cooperation; Library Services; Magnetic Tapes; Program Descriptions; Standards; Subject Index Terms

IDENTIFIERS- *Africa; MARC; West Germany

Papers on bibliography, cataloging, and classification presented at the 1984 IFLA general conference include: (1) "Bibliographic Control: Zimbabwe's Present Practices and Hopes for the Future" (Angeline S. Kamba, Zimbabwe); (2) "Classification and Subject Cataloguing in Kenya" (Margaret N. Muriuki, Kenya); (3) "Organization and Activities of the International MARC (Machine-Readable Cataloging) Project--Deutsche Bibliothek" (Dieter Wolf, West Germany); (4) "National Magnetic Tape Services: Current Status and Outlook" (Francine Conrad, West Germany); and (5) "The State of the Art of the Current National Bibliographies of the English Speaking Countries of Africa" (Beatrice Solape Bankole, Nigeria). (THC)

ED 259 786   JC 850 418

Kepple, Ronald A.; And Others
A Colloquium Review of "To Reclaim a Legacy." Presented at Hagerstown Junior College (Hagerstown, Maryland, May 16, 1985).
Hagerstown Junior Coll., Md.
PUB DATE- 16 May 85
NOTE- 24p.; Sponsored by the David Lee Teaching-Learning Center at Hagerstown Junior College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; Educational Objectives; *Educational Quality; *Education Work Relationship; Higher Education; Humanistic Education; *Humanities; Humanities Instruction; Liberal Arts; Relevance (Education)
IDENTIFIERS- *To Reclaim a Legacy (Bennett)

In response to William J. Bennett's "To Reclaim a Legacy: A Report on the Humanities in Higher Education," five essays provide insights into the humanities from varying perspectives. "Humanities Education and Business," by John A. Ziegler, underscores the importance of a liberal education in business and industry, considering writing skills and conceptual skills to be of particular value in managerial and professional jobs. "Humanities in Higher Education," by Roslyn Rutstein, describes the importance of the humanities to the total development of human beings, their senses, cognitive abilities, values, communication skills, and creativity. "Science and the Humanities," by Robert G. Stenger, argues that scientists, better than most, recognize the need for a broad background in human knowledge if meaningful solutions are to be found to human problems, endorsing science classes that emphasize the climate, culture, and historical settings in which discoveries have taken place; that introduce social concerns; and that foster and encourage cross-current contact. "Linking Heads, Hearts, and Hands: Humanities and the College Curriculum," by Michael H. Parsons, reviews the positions of Bennett and other educational leaders with respect to the development of linkages among fields to create a community of learning, and examines recent assessments of the status of American higher education that suggest directions to be taken in the attainment of this goal. Finally, "A United and Integrated Effort toward Reclaiming the Legacy," by Ronald A. Kepple, notes the problems and conditions that have resulted in the decline of the humanities. (AYC)

ED 259 498 EC 180 234

Agosta, J. M., Ed.; Bradley, V. J., Ed.
Family Care for Persons with Developmental Disabilities: A Growing Commitment.
Human Services Research Inst., Boston, MA.; National Association of State Mental Retardation Program Directors, Alexandria, VA.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- 20 May 85
NOTE- 306p.
GRANT- DHHS-90DD0049-01; DHHS-123A-A3
AVAILABLE FROM- Human Services Research Institute, 120 Milk St., 8th Floor, Boston, MA 02109 ($19.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; *Family Programs; Family Role; *Financial Support; National Surveys; *Public Policy

The report presents findings from a study of family-based care for persons with developmental disabilities. The first of four parts introduces the problems of family-based care and presents perspectives of parents and of persons with developmental disabilities. Part 2, on responding to the needs of families, includes a review of historical and contemporary responses to disability, a discussion of the development of family support programs, and a summary of a national survey of existing family support programs (with information on the role of the family, means of service administration, permissible services, and the potential for consolidating resources). Part 3 presents six sections on the following contemporary service directions: policy options for family support services, families and future financial planning, tax policy to support families, private sector resources to support families, evaluation of family support programs, and family support options. The final part presents 13 recommendations for change in family based care and social policy. Five persons contributed concept papers to this report: Paul Castellani, "Policy Options for Family Support Services"; Addie Comegys, "A Parent's Perspective"; Susan Lamb, "The Perspective of a Person with Disabilities"; Robert Perlman, "Family Support Options: A Policy Perspective"; and Colleen Wieck, "The Development of Family Support Programs." (CL)

ED 259 529 EC 180 265

Weber, Michael R.
Emotional Disturbance and Juvenile Delinquency: Everyone's Problem Which Must Be Addressed through Interagency Cooperation.
Sheboygan Public Schools, Wis.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985). A part of the "STRIVE" (Sheboygan Area Treatment for Reintegration through Involvement in Vocation and Education) Program, Department of Pupil Services.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; *Coordination; *Delinquency; *Emotional Disturbances; High Schools; Program Descriptions
IDENTIFIERS- *Project Strive

The paper describes Wisconsin's project STRIVE (Sheboygan Area Treatment for Reintegration Through Involvement in Vocation and Education) designed to serve emotionally disturbed juvenile delinquents. In this self-contained program, students receive instruction in academics, career development, appropriate behavior, and peer interaction. Interagency cooperation is stressed in a highly controlled setting that emphasizes caring, compassion, control, confrontation, and community. An outdoor challenge component stresses self-reliance in difficult situations and an awareness of the need for group cooperation. Ongoing counseling and evaluation are also central features of the program which has resulted in decreased numbers of students in correctional institutions, decreases in school dropouts, reduced expenditures on institutionalization, and a more positive community attitude toward delinquents. (CL)

ED 259 690 HE 018 686

Austin, Ann E.
The Work Experience of University and College Administrators.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
PUB DATE- 84
NOTE- 8p.
AVAILABLE FROM- American Association of University Administrators, P.O. Box 6221, University of Alabama, Tuscaloosa, AL 35486 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; *College Presidents; *Deans; Decision Making; Higher Education; Job Satisfaction; *Middle Management; *Power Structure; Work Attitudes; *Work Experience

The work experiences of college presidents, deans, and midlevel administrators are examined, with attention to job characteristics, degree of participation in college decision making, loyalty and commitment to the school, and job satisfaction. Extrinsic variables of the work environment include workload, rewards, supervision, and opportunities, while intrinsic variables cover the work itself, how it is performed, the degree of autonomy over the work, and feedback received. Presidents are facing an increasing number of complex demands from within and without their institutions. While the responsibilities of deans have increased recently, it is unclear whether shifts in the college power structure will increase or restrict deans' power. Midlevel administrators, who may have to implement policies made by others, are defined as the directors and deans of support services, as well as other administrators to whom assistants report. All three groups of administrators experience excessive demands on time, considerable role conflict and stress, and limited opportunities for mobility. To enhance administrators' work experience, it is important to articulate purposes, use collaborative approaches, improve opportunities for professional growth, and increase knowledge of administrators' work. (SW)

ED 259 704 IR 011 736

Galyon, Rosalind; And Others
Microcomputer Page Layout (MicroPLA) Routine for Text-Graphic Materials: User's Guide. Technical Report 162.
Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
REPORT NO.- TAEG-Report-162.
PUB DATE- Dec 84
NOTE- 76p.; Photographs may not reproduce. For a related document, see ED 244 579.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Software; Guidelines; Instructional Design; *Instructional Materials; Layout (Publications); *Material Development; *Microcomputers; Military Training; *Production Techniques; Technical Education; *Training Methods
IDENTIFIERS- *Job Aids

Based on an earlier user's guide to a minicomputer page layout system called PLA (Terrell, 1982), this guide is designed for use in the development and production of text-graphic materials for training relatively unskilled technicians to perform complex procedures. A microcomputer version of PLA, MicroPLA uses the Commodore 8032 microcomputer to support the production of job aids and training materials using the formats known as Fully Proceduralized Job Performance Aids (FPJPA) and Procedure Training Aids (PTA). The two main sections of this handbook contain: (1) a description of the processes involved in preparing data for use with MicroPLA, including documentation of the procedures to be taught, organizing the information into pages, writing procedures, and preparing worksheets for entering data into the computer; and (2) a job performance aid on how to actually enter the format data into the MicroPLA routine and run the program. Four appendices provide sample pages of instructional materials created using MicroPLA, a format model for designing procedure training aids, a listing of MicroPLA system error messages, and a master templet for measuring default picture sizes. Numerous illustrations throughout the text supplement the written instructions for using the system. (JB)

ED 259 744 IR 051 169

IFLA General Conference, 1984. Education and Research Division. Section on Library Schools and Other Training Aspects. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 84
NOTE- 84p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Developing Nations; Foreign Countries; *Information Science; International Organizations; *Library Administration; Library Associations; *Library Education; Library Personnel; *Library Schools; Professional Continuing Education; Program Descriptions
IDENTIFIERS- *Africa; *Europe

Papers on the education and training of librarians presented at the 1984 IFLA general conference include: (1) "Training and Developing a Professional for the Widening Library Responsibilities: A Management View," in which Charles K. Wambugu (Kenya) examines the management requirements for a professional librarian and discusses the role of library schools and libraries in training and developing that professional; (2) "Problems of Functioning of Librarians in Management Positions," in which Ruud A. C. Bruyns (Netherlands) summarizes the results of an investigation undertaken by the Dutch Public Library Association (N.B.L.C.) to identify the size, nature, and possible causes for problems concerning the functioning of librarians in middle and higher management positions; (3) "Shaping and Image for the Librarian in Nigeria: Implication for Education and Training" (B. P. Aboyade, Nigeria); (4) "Planning and Development of Library and Information Studies Schools in Developing Countries--An East African Experience" (Syed Ameer Haidor Abidi, Uganda); (5) "Projects and Results in Library History Research Performed in Poland" (Stefan Kubow, Poland); (6) "La Formation des Specialistes de l'Information au Maghreb et au Senegal" (The Training of Information Specialists in Maghreb and Senegal); and (7) "Le Personnel dans les Bibliotheques de Grece" (Personnel in the Libraries of Greece) (Alkmini Skandalis, Angelina Vaseou and Matina Tsafou, Greece). (THC)

ED 259 801 JC 850 436

Mustachio, James; Sylvas, Lionel B.
Serving the Military: One Campus Perspective.
Northern Virginia Community Coll., Woodbridge.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Instruction; Community Colleges; *Educational Cooperation; Educational Quality; *Institutional Cooperation; *Military Personnel; *Military Training; Program Descriptions; Two Year Colleges; *Two Year College Students

An overview is presented of the educational services offered by the Woodbridge Campus of Northern Virginia Community College (NVCC-W) to two local military installations. The paper examines the historical basis for providing educational services to the military; the Woodbridge Campus's long-term commitment to serving the military community; and the special needs of active-duty military personnel. The paper describes the operations of the campus programs on the two installations, focusing on active communication, cooperation, administrative liaison, and integration of resources. This section offers specific examples of campus and base services provided to respond to the needs of the military student. A discussion is then presented of the methods used to develop courses, disseminate course information, and teach the courses offered. Finally, the paper analyzes quality control mechanisms with respect to maintaining and improving academic standards. (LAL)

ED 259 845 PS 015 294

Burton, Christine B.
Problems in Children's Peer Relations: A Broadening Perspective.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 66p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VII, 1987 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childhood Attitudes; *Children; Identification; Intervention; *Peer Influence; *Peer Relationship; Self Concept; *Sociometric Techniques; *Well Being
IDENTIFIERS- *Social Rejection

Examined are recent advances in knowledge about children with peer relationship problems. Two specific developments are described: (1) an emerging recognition of the differences that exist between socially rejected versus neglected children; and (2) a growing appreciation for children's own perspectives on their social situations. The discussion is divided into four parts. The first section focuses on sociometric methods for identifying low-status children who may be experiencing difficulties in peer relations. The second section describes findings from recent studies on the behavioral correlates of children's peer status. In both the first and second sections, evidence is presented to support the distinction between rejected and neglected children. The third section of the paper surveys new information on the link between peer status and children's subjective sense of well-being. This information documents the importance of looking beyond observable aspects of children's social problems to consider the perceptions and feelings of the children themselves. The paper then ends with a discussion of techniques that have been found to be effective for helping children overcome problems in their peer relations. It is concluded that even though the focus of the paper is on problems, the underlying theme is quite positive. Parents and teachers should increase efforts to identify and help children who might be experiencing serious peer relationship problems. (RH)

ED 259 481 EC 180 217

Volkmar, Fred R.; Cohen, Donald J.
Compliance, Noncompliance, and "Negativism" in Autistic Individuals.
PUB DATE- 26 Apr 85
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Canada, April 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Autism; *Behavior Patterns; Young Adults
IDENTIFIERS- *Compliance Training

Twenty-six autistic adolescents and young adults (22 males, 6 females) participated in two studies of compliance and "negativism." In the first study, Ss were observed to respond differentially to a series of requests which varied in form and level of difficulty. Additionally, when responses to each type of request were dichotomized on the basis of the Ss' compliance, individual differences in responses were observed to form a cumulative, unidimensional, or Guttman, scale. Position on this scale was related to developmental level. In study 2 a series of ambiguous, contradictory and impossible requests were presented to Ss in an attempt to elicit negativism. Ss typically attempted to comply with requests. The two Ss who were most developmentally advanced were able to reflect on the nature of the requests and their inability to comply. Results do not support the notion that autistic individuals are unusually negativistic. (Author/CL)

ED 259 514 EC 180 250

Szajnberg, Nathan

The Teachers Frame of Mind: Autonomy vs. Alienation in Classrooms for Emotionally Disturbed Children.

PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Emotional Disturbances; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship

A psychiatric consultant to a large public school system's program for emotionally disturbed children describes his impressions of teachers who were able to create a daily therapeutic environment despite dismal facilities, low teacher morale and lack of administrative support. One such teacher involved his high school students in decorating and furnishing the classroom from salvaged materials. Another, a teacher of 8-to 10-year olds, exhibited an attitude of learning from the child the meaning of the child's symptoms and valuing rather than eliminating those symptoms. A third teacher used his knowledge of antiques to inspire in students an understanding of the value of the past. It is concluded that the teacher's frame of mind is a central feature in successful programing for students with emotional and behavioral problems. (CL)

ED 259 563 FL 015 125

Cohen, Andrew D.; And Others
Advanced EFL Apologies: What Remains To Be Learned?
PUB DATE- Mar 85
NOTE- 32p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985). Parts of the document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; College Students; *Communication Research; Comparative Analysis; *English (Second Language); Native Speakers; *Second Language Instruction; *Speech Acts; *Structural Analysis (Linguistics)

A study of the structure of the speech act known as an apology looked at the differences in linguistic strategies used by advanced nonnative English language learners and native speakers in apology behavior, and whether the differences result from the severity of the offense or the familiarity of the interlocutors. An apology is seen as consisting of five major linguistic strategies: an expression of an apology, an explanation or account of the situation used as an indirect act of apology, an acknowledgment of responsibility, an offer of repair, and/or a promise of forbearance. The 180 subjects included 96 native English-speaking students at 6 United States universities and 84 advanced learners of English at Israeli universities. Two versions of a language use questionnaire designed to elicit apologies in varied situations were administered to the subjects. The responses were categorized by strategies used in the apologies elicited and combination or modification of strategies. The findings indicate that nonnatives lack sensitivity to certain distinctions that natives make between forms for expressing apology and between intensifiers, with the nonnative tendency being to overgeneralize or use a variety of forms. It was also found that nonnatives tend to avoid interjections and curses, and do not consistently produce comments providing the appropriate social lubricant in difficult situations. Whether or not it is worthwhile to teach learners these distinctions is still under consideration. (MSE)

Fillmore, Lily Wong; And Others
Learning English through Bilingual Instruction. Final Report.
California Univ., Berkeley.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 484p.
CONTRACT- 400-80-0030
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Chinese Americans; *Classroom Communication; *Classroom Techniques; Comparative Analysis; Elementary Education; *English (Second Language); Grade 3; Grade 5; Hispanic Americans; Language of Instruction; Language Skills; Limited English Speaking; *Second Language Learning; Student Characteristics; Teaching Methods

A three-year research project investigated the effects of instructional practices and patterns of language use in bilingual and English-only classrooms on general academic development and the development of English language skills by limited-English-proficient students, especially those skills needed to participate fully in the society's schools. The subjects were native Chinese- and Spanish-speaking students with two to three years of exposure to English, from 17 bilingual program classes. Tests, classroom observation, and audio and video recordings focusing on instructional situations were used to assess oral and written language comprehension and production, subject-area academic achievement, and the instructional practices and patterns of instructional language use. It was found that variables influencing development of English production skills included: interactional opportunities, especially for Hispanic students and those with lower initial English proficiency; quality of the learning environment, especially for Chinese students with low initial English proficiency; and quality of language and teaching, largely for Hispanic students. Variables affecting English comprehension skills included: percent of time in teacher-directed activity; quality of learning environment, for Hispanics at all levels and for Chinese at the intermediate level; quality of instructional language, only for Hispanics; interactional opportunities, for Hispanics; and verbal and extended-response practice, for the Chinese. (MSE)

ED 259 636 HE 018 517

Zollinger, Richard A.
Governors and Higher Education: An Unstudied Relationship. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Decision Making; Governance; *Government School Relationship; *Higher Education; Policy Formation; Political Influences; Private Colleges; *Public Policy; State Aid; *State Colleges; *State Officials; Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; Public Colleges; *State Governors

The role of governors in higher education was studied through a 1984 survey of 70 former governors from 40 states. Attention was directed to issues such as: how often and when governors get involved in university issues, the influence of various higher education constituencies on gubernatorial decision making, gubernatorial views on private higher education, and governors' perception of impact on higher education. Findings indicate that governors play an important role in setting the tone and texture of statewide public higher education. Fifty-one percent of the former governors indicated that they spend at least 10 percent of their time on issues related to higher education, while 9 percent of the governors spent 20 percent or more time on higher education issues. Findings support Lowi's process model that suggests that the type of issue determines the level of policy intervention. Governors and their immediate staff were in frequent monthly and weekly communication with state officials, including bipartisan legislative leaders, higher education legislative committees, and state coordinating or governing board staff. Governors were the most influential proximate decision makers because of their control of the executive budget process. Former governors, regardless of political affiliation and geographical region, were evenly split over state support to private higher education. (SW)

ED 259 718 IR 011 751

Charney, Davida; Reder, Lynne
The Role of Examples and Explanations in Teaching Procedural Skills.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the College Composition and Communications Conference (Minneapolis, MN, March 1985).
CONTRACT- N00014-84-K-0063
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computers; Educational Strategies; *Guides; *Instructional Design; Instructional Improvement; *Intermode Differences; Learning Strategies; *Skill Development; *Teaching Methods; *Textbooks
IDENTIFIERS- *Instructional Effectiveness

This paper compares the content of two types of instruction presented to a student either by an intelligent tutoring system or by some conventional text, such as a textbook or a computer user's manual, when the educational goal is skills learning. Two distinct points of view are presented: (1) that of the "expounders," who believe that instruction should be as complete and explicit as possible, and (2) that of the "minimalists," who believe that instruction should above all be brief and should leave much to the learner's own exploration. Each theory is outlined, and the results of a practical application of the expounders theory are reported. In this study, 40 inexperienced computer users were given two manuals to read (one fully elaborated and the other one-third as long with the elaborations deleted), and then asked to perform some tasks on the computer. It was found that learners who had specific tasks in mind when they read the manual performed much more efficiently with the short, unelaborated version of the manual, while unprepared learners did better with the longer version. However, contradictory findings by John Carroll (1984) are noted. He found that after working through his minimal version of a tutorial manual for the IBM Displaywriter System, people learned the same basic information more quickly than those who used the commercially developed version of the manual. This study resolves the contradiction by restating the problem from a new perspective--namely, taking the emphasis away from the length of the instruction and focusing on the inclusion of relevant, essential information, and considering two important dimensions: (1) the kind of information the text must contain; and (2) the kind of learning situation in which it will be used. (JB)

ED 259 758 IR 051 203

Van Arsdale, Bill; And Others
Report of the Task Force on Resource Sharing. Collection Analysis Project.
Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- May 85
NOTE- 22p.; For related documents, see IR 051 197-202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Libraries; Extension Education; Financial Support; Higher Education; *Improvement Programs; *Interlibrary Loans; Library Automation; Library Collection Development; Library Cooperation; Library Materials; *Library Networks; *Library Services; *Online Systems; Research Libraries; Self Evaluation (Groups); Union Catalogs
IDENTIFIERS- Association of Research Libraries; *Resource Sharing; *University of Wyoming

This task force report analyzes current cooperative programs, emerging resource sharing programs, and emerging technology as they relate to the extension needs of off-campus students and faculty at the University of Wyoming Library, and presents recommendations where they are warranted. Current cooperative programs reviewed include interlibrary loan; participation in Center for Research Libraries network; ERIC microfiche collection; bilateral agreements; interlibrary loan coding; participation in High Plains Library System Courier, Octanet, OnTyme II, and OCLC; and participation in several union listing projects. Emerging technological opportunities the library is tracking that could improve resource sharing are discussed, including electronic networking, online databases of library holdings, automated serials check-in, implementation of the Geac circulation system, document delivery systems, and automation of interlibrary loan recordkeeping. The formal charge of the Task Force on Resource Sharing is also included. (MBR)

ED 259 772 JC 850 404

Miami-Dade Community College 1984 Institutional Self-Study. Volume IV: Student Information and Performance Standards (Advisement and Graduation Information System, Academic Alert, Standards of Academic Progress).

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85
NOTE- 115p.; For other volumes, see JC 850 401-408.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; *Academic Standards; Community Colleges; *Computer Oriented Programs; Degree Requirements; *Educational Counseling; Program Evaluation; School Surveys; *Self Evaluation (Groups); Two Year Colleges

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of student information systems and performance standards. This report presents results of evaluative research on MDCC's three computerized systems designed to increase effectiveness in student academic support. First, an introduction to MDCC's student information and academic performance reforms is provided, including an overview of the Advisement and Graduation Information System (AGIS), the Academic Alert, and the Standards of Academic Progress (SOAP). This section offers a discussion of the stages of development of each of the systems, their current scope, and evaluation needs. A section on methodology and a review of general findings are followed by evaluation results for each system. Finally, a summary section presents collective findings and conclusions, including: (1) faculty need more familiarization with AGIS; (2) though the AGIS system is effective in meeting its intended objectives, certain components should be modified for clarity and better communication regarding AGIS usage should be instituted; (3) the Academic Alert system has had a positive impact on student performance; and (4) students and personnel need a better understanding of SOAP policies. (HB)

ED 259 816 PS 014 693

Musewicz, John; And Others
Women in the Labor Force: Trends, Consequences, and Policy Implications.

PUB DATE- Apr 83
NOTE- 32p.; Paper presented at the Conference on Changing Roles of Women in North Carolina (Raleigh, NC, May 9-10 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Attainment; *Employed Women; Labor Force; *Legislation; *Public Policy; *Sociocultural Patterns
IDENTIFIERS- *Comparable Worth; North Carolina

In this paper changes in labor force participation for women in North Carolina are examined and projected into the future. The projections demonstrate that the number of employed females, especially mothers, will be much greater in the future than at present. Thus, the issues related to female labor force participation will be even more salient in the year 2000 than today. These issues include the types of jobs occupied by and educational background of women, the care of infants and children, and the legal issues raised by discrimination against women in the work place. Each of these issues is examined in detail and particular attention is given to their policy implications. A partial list of issues considered worthy of attention includes day care, delayed child bearing, work arrangements, volunteerism, lower fertility, Social Security and other public pension plans, declining school population, and national defense. In the final section of the paper, a detailed analysis of legal solutions to the problem of equal pay for women, focusing especially on the doctrine of comparable worth, is provided. The desirability of states' adopting a comparable worth standard is discussed in terms of equity, preference satisfaction, stigma, efficiency, political and technical feasibility, and cost. (RH)

ED 259 830 PS 015 092

Piers, James C.
Fostering the School Age Child: Instructor's Manual.
Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for the Study of Metropolitan Problems.
PUB DATE- 84
NOTE- 162p.; For related documents, see PS 015 091-093.
GRANT- NIMH-5T21-MH-13742
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Modification; Child Development; Child Responsibility; Discipline; *Elementary School Students; Family Life; *Foster Care; Foster Family; Instructional Materials; *Interpersonal Relationship; *Parent School Relationship; Rewards; Self Concept; *Self Esteem; *Separation Anxiety; Special Programs
IDENTIFIERS- Enuresis

"Fostering the School Age Child" is a manual for use in training families providing service to children in foster care. Including instructor's materials and participants' course content, this instructor's manual is divided into eight lessons. Separate instructional sessions focus on development and behavior; building discipline and teaching responsibility; working with the school; separation trauma; the role of the natural family in building self esteem; social relationships; self esteem in home and community; and living with the school age child. Appended materials provide examples of forms potentially helpful to foster parents and discuss the development of the school age child; treating children as children; natural and logical consequences; rewards; special school services for children; self concept; community services available to foster parents; and enuresis. Lists of suggested readings for foster parents and instructors are included. (RH)

ED 259 859 RC 015 373

Reeder, Richard J.
Rural Governments: Raising Revenues and Feeling the Pressure. Rural Development Research Report. No. 51.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- RDRR-51
PUB DATE- Jul 85
NOTE- 41p.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Financial Problems; *Fiscal Capacity; *Local Government; Low Income; *Rural Development; *Rural Economics; Rural Urban Differences; *Tax Effort; Tax Rates

Some local governments in nonmetro areas--especially those in the rural West and in very rural areas--experienced high levels of fiscal stress in the mid-seventies that were associated with high and rising local taxes. These local governments may be forced to cut back their rural development activities in the eighties. Fiscal pressures on local governments were assessed by looking at locally raised revenues as a percentage of local income from 1972-1977. Areas with both high and rising revenue effort experienced the most fiscal pressure. Over 33% of the totally rural areas not adjacent to metro areas had both high and rising local government revenue effort, in contrast to only 16% of the less rural nonmetro areas. Efforts to raise revenues increased in about half of the totally rural areas during the mid-seventies. The high cost of providing essential government services in isolated areas may explain why these areas experienced the greatest fiscal pressure. The varying fiscal condition of local governments is an important issue to Federal and State policymakers in the design and implementation of rural development policies. An appendix presents a multiple regression analysis designed to identify and separate imperfections in the measure of revenue effort. (Author/PM)

ED 259 873 RC 015 419

Arnold, John D.
Out of the Fields and Into Computers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Data Processing Occupations; *Job Training; *Migrant Adult Education; Migrant Programs; *Migrant Workers; Program Descriptions; *Retraining
IDENTIFIERS- ERIC Digests; Portable Practical Educational Preparation Inc AZ

Program rationale, goals, and strategies are outlined in this description of Arizona-based centers which trained migrant workers in the use of microcomputers for business and clerical applications. Topics include the need to create new jobs for displaced farm workers, the assets farm workers bring to the business world, the training-related problems encountered, and the ways of supporting migrant workers placed in new jobs. Included is a brief history of the training agency, Portable Practical Educational Preparation-Training for Employment Centers (PPEP-TEC), and a list of six related references. (JHZ)

ED 259 547 EC 180 283

Howards, Melvin

LD: The Cherished Ailment.

PUB DATE- Apr 85

NOTE- 27p.; Paper presented at the Annual Meeting of the Massachusetts Reading Association (16th, Sturbridge, MA, April 12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Definitions; Elementary Secondary Education; Incidence; Intervention; *Learning Disabilities; *Research Problems; State of the Art Reviews; Teaching Methods; Theories

The paper asserts that learning disabilities is a "cherished ailment" in that so little is definitively known about the condition or about effective treatment, and further, that school systems and practitioners benefit from the large numbers of students diagnosed as LD. It is suggested that the traditional view of LD precludes alternative explanations. Research is reviewed and research needs are noted for the following topics related to LD: definitions, incidence, typical diagnostic measures and their interpretation and misinterpretation, and common treatment or remediation. The need for more direct and prolonged contact between researchers and students is stressed, as is the need to move from fragmented teaching and testing to a more integrated approach. (CL)

ED 259 594 HE 017 931

Turner, Caroline Sotello
The Structure of Student Communication: Living Within the Network.
PUB DATE- 28 Oct 84
NOTE- 47p.; Paper presented at the American Educational Research Association and the Association for the Study of Higher Education Conference on Postsecondary Education (San Francisco, CA, October 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Articulation (Education); Case Studies; *College Transfer Students; Females; Higher Education; *Hispanic Americans; *Information Needs; Institutional Research; School Counselors; Social Networks; *Two Year College Students; Use Studies; White Students
IDENTIFIERS- De Anza College CA

The process by which Hispanic students move from two- to four-year colleges was studied. Based on interviewing, case studies are presented for two Hispanic females and two non-Hispanic Caucasian females attending De Anza College, California. Each of the students aspired to eventually transfer to a four-year college. Students' decisions to attend De Anza College, students' access to transfer information, and student communication networks were examined. Information on the logistics and requirements necessary for transfer was assumed to be conducive to transfer. Student links to the Counseling Center were emphasized because the center is the formal source of transfer information on the De Anza Campus. Hispanic students begin with a distant link or no evident link to a campus counselor. During their experience at the college, a network pattern evolves that brings the students into a second order relationship (friend of a friend) with the counselor. For the Hispanics in the study, the network pattern is not directly linked to the formal transfer information flow of the institution. For the non-Hispanic students a direct relationship with a counselor develops over time. Their network pattern, unlike that for Hispanic students, is directly linked to the formal transfer information flow of the institution. (SW)

ED 259 608 HE 018 303

Ellis, Susanne D.
1983-84 Survey of Physics and Astronomy Bachelor's Degree Recipients.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-211-16
PUB DATE- Mar 85
NOTE- 10p.
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistantships; *Astronomy; *Bachelors Degrees; Career Planning; *Education Work Relationship; Employment Patterns; Foreign Students; *Graduate Study; Graduate Surveys; Higher Education; Minority Groups; National Surveys; *Physics; Salaries; Student Characteristics

Results of the American Institute of Physics' 1983-1984 survey of physics and astronomy bachelor's degree recipients are examined. The information was obtained from individual degree recipients with a focus on their plans after the baccalaureate program. Highlights of the findings are as follows: the proportion of women among 1984 physics bachelors increased 2 percentage points; 6 percent of undergraduate physics students are foreign; about 90 percent of physics bachelors graduates who are employment-oriented accept positions either before or shortly after graduation; industry continues to be the major employer of physics bachelors, followed by the military and civilian government agencies; for all employers combined, the median starting salary for physics bachelors rose 12 percent; and 70 percent of astronomy bachelors enter graduate schools. Data are included on: trends in postbaccalaureate plans of physics bachelors (1975-1984) and astronomy bachelors (1977-1984); characteristics of new physics bachelors and of new astronomy bachelors; postbaccalaureate plans of U.S. and foreign minorities among the 1984 physics bachelors; selected characteristics of minority physics bachelors, 1984; and changes in employment for new physics bachelors, 1974-1984. (SW)

ED 259 622 HE 018 503

McClure, Maureen W.
Research Universities: Producers of Economic Development or Luxury Goods? ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Donors; *Economic Development; *Financial Support; Government School Relationship; *Higher Education; Investment; Philanthropic Foundations; Policy Formation; *Research; Research and Development; School Business Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Research Universities

Research that occurs in universities under conditions of patronage is distinguished from research that occurs under less distorted market conditions. It is claimed that academic research is shifting from an area of patronage consumption to one of economic development investment. In addition to considering the markets for academic research and research and development funding under conditions of patronage, implications for economic development policy are considered. Markets for research in universities under conditions of patronage have special features: patronage commonly occurs under conditions of oligopsony, where research is sponsored by a relatively small number of federal agencies, the largest foundations, and top industrial supporters; patronage implies unequal bargaining power; the patron gains indirect consumption benefits, some of which are based on exclusion; and consumption as opposed to investment is a key element of patronage. Some universities wish to decrease their dependence on federal support and are attempting to broaden their revenue base by a move toward state or regional economic development. The life sciences are used as an example of the problem of "misspecialization" of research that can create "blockages" as it flows into the economy, generating low economic growth. (SW)

ED 259 650 HE 018 531

Carpenter, Robert L.

Public School/Post-Secondary School Cooperation in Response to "A Nation at Risk."

Phi Delta Kappa, New York. Southern Tier Chapter.

PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Change Strategies; *College School Cooperation; Cooperative Programs; Inservice Teacher Education; Postsecondary Education; Principals; *Public Schools; School Districts; Superintendents
IDENTIFIERS- *Excellence in Education; *Nation at Risk (A)

Perspectives of public school and postsecondary administrators concerning college-school cooperation were surveyed, as were their responses to the recommendations of the 1983 National Commission on Excellence in Education's report, "A Nation at Risk, The Imperative for Educational Reform." Four school district superintendents, 26 elementary/secondary school principals, and 5 university administrators were interviewed. Principals' responses included: 67 percent planned to initiate or expand their computer science instructional program, 57 percent did not plan to change standards and expectations or instructional time/schedules, and 80 percent had no plans to obtain community support to meet the Commission's recommendations. Four areas to promote cooperation between public schools and colleges were mentioned by principals: preservice or inservice teacher training, college entrance requirements, and teaching assistance in content areas. Interviews with the five college or university administrators suggested that one obstacle to cooperation with public schools was a reward system that favored scholarship more than service. Most inservice training and collaboration involved one or two schools or school districts, especially those close to a university. Responses of the superintendents are also summarized. (SW)

ED 259 664 HE 018 545

Financing Postsecondary Education in California, 1985-2000. The Fourth in a Series of Background Papers for the Commission's Long-Range Planning Project. A Prospectus for California Postsecondary Education, 1985-2000. Commission Report 85-17.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 4 Mar 85
NOTE- 117p.; For the third in this series, see HE 018 546.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Colleges; *Economic Climate; Expenditures; Financial Policy; *Financial Support; Government School Relationship; Income; *Long Range Planning; *Postsecondary Education; Productivity; Public Policy; *State Aid; State Universities; Taxes
IDENTIFIERS- *California

California's ability to support postsecondary education is explored, including economic projections and the ways colleges receive and spend funds. After a historical overview of the national and California economies, short- and long-term projections are offered concerning several indices of economic productivity, especially the Gross National Product, personal income, and employment. The following sources of revenue for the State General Fund are examined: personal income taxes, sales taxes, and banks and corporations. The size and variety of U.S. postsecondary education are briefly reviewed as a background for examining California's situation. Additional considerations include: the way that growth in school size affects its economic structure and organization; revenue provided by donors, users of services (including students), taxpayers, and government; the roles of the state and federal governments in financing higher education; expenditures by public colleges and universities; the state's apportionment process for the community colleges, the University of California, and California State University; annual budgeted funds for capital outlay; financing for adult education; and the future financing of higher education. Trend and ratio analyses of statewide data on financing current operations are included. (SW)

ED 259 677 HE 018 605

Zentner, Rene D.
Integrating Future Information through Scenarios. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Computer Oriented Programs; Education Work Relationship; Emerging Occupations; *Futures (of Society); Higher Education; Labor Force Development; Long Range Planning; *Prediction; *Social Change; *Technological Advancement; Trend Analysis
IDENTIFIERS- *AIR Forum; *Scenarios

The way that higher education planners can take into account changes in the post-industrial society is discussed. The scenario method is proposed as a method of integrating futures information. The planner can be provided with several probable futures, each of which can be incorporated in a scenario. An effective scenario provides the planner relevant trends and events that will be helpful in developing a plan. In addition to determining what data are relevant to planning, the scenario developer needs to clarify the following issues: the number of scenarios needed, the time horizon of the scenarios, the probable use of the scenarios, and those who will use the scenarios. Trends important to higher education scenario developers include: the change in the nature of occupations, the change in attitudes toward work, and the declining amount of time the future American will spend working. Six important trends that will affect education in the future include: computers, new delivery media, statistical analysis, social change, institutional inventions, and the use of videotapes to record the lectures of outstanding instructors. It is recommended that scenarios be developed for the future funding of higher education. (SW)

ED 259 691 HE 018 687

Yuker, Harold E.
Faculty Workload: Research, Theory, and Interpretation. ASHE-ERIC Higher Education Research Report No. 10, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-19-5
PUB DATE- 84
NOTE- 120p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Department PR-10, One Dupont Circle, Suite 630, Washington, DC ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; *Faculty Workload; Higher Education; Institutional Research; *Noninstructional Responsibility; Overtime; Research Methodology; *Research Problems; *Teaching Load; Validity; *Working Hours

Kinds of faculty workload data that can be obtained from college and faculty reports are examined, along with potential problems in workload studies. A main research concern is deciding which faculty activities should be considered as workload. Types of data that are sometimes used in colleges' faculty workload formulas concern student credit hours, faculty contract hours, and student/faculty ratios. However, these measures ignore noninstructional time and they assume that the same amount of time is involved in teaching all three-credit courses, regardless of discipline and course level. Faculty reports on their activities are another information source, using interviews, diaries, or work samples. Possible research problems include a biased sample, the time of survey administration, the time period covered, time allocation, and study reliability and validity. Factors that can affect workload data include demographic factors (discipline, country, institution); scheduling factors (class size, course level, course type, preparations); and individual factors (rank, gender, and individual differences). Ten recommendations are offered concerning such issues as the sponsorship of the study, study methods, the effect of teaching load on scholarship, and the relationship between teaching load and teaching effectiveness. (SW)

IFLA General Conference, 1984. Collections and Services Division. Sections on Acquisitions and Exchange, Interlending, Rare and Precious Books, and Serials Publications. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 212p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English; French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Foreign Countries; Interlibrary Loans; International Organizations; International Programs; *Library Acquisition; Library Associations; Library Catalogs; *Library Collections; Library Education; National Libraries; Program Descriptions; Rural Areas; *Rural Population; *Serials; Special Libraries; Union Catalogs
IDENTIFIERS- *Africa; Europe (West); Jamaica

Papers on library acquisitions, special collections development, and special training for serials librarianship, presented at the 1984 IFLA general conference, include: (1) "The Development of the African Collection at the School of Oriental and African Studies in London and Its Importance for the Cultural History of African Countries" (B. C. Bloomfield, United Kingdom); (2) "Planning Union Catalogues of Books in Developing Countries" (Richard J. Bennett and Maurice B. Line, United Kingdom); (3) "Supply of Literature from and about Africa in Europe with Special Regard to Interlibrary Loan in the Federal Republic of Germany" (Irmstraud D. Wolcke-Renk, West Germany); (4) "Education and Training for Work with Serials" (David P. Woodworth, United Kingdom); (5) "Education for Serials Librarianship: What Are the Basic Components?" (Michael E. D. Koenig, United States); (6) "Serials of the Poor: Their Nature, Importance, Problems, and Suggested Solutions" (Theophilus E. Mlaki, Tanzania); (7) "Acquisition of Library Material in Kenya: Problems and Prospects" (Joshua Reuben Njuguna, Kenya); (8) "Acquisitions in the Developing Countries--Problems and Possible Solutions: The Jamaican Experience" (Stephney W. L. Ferguson, Jamaica); (9) "Theory and Practice of Serials Control and How Your Subscription Agent Can Help" (Arnoud De Kemp, Netherlands); (10) "The British Library's African Research Collections and the Development of African Studies" (I. R. Willison, United Kingdom); (11) "Les Relations d' Echanges entre les Bibliotheques d'Afrique Francophone et la Bibliotheque Nationale de Paris" (Exchange Agreements Between the Libraries of Francophone Africa and the National Library in Paris) (Anne Zundel Ben Khemis); and (12) "The Problems of African Acquisitions: The Experience of the Nairobi Field Office of the Library of Congress" (James C. Armstrong, Kenya). (THC)

ED 259 787 JC 850 419

Planning to Plan: The Process to Develop the Process (A Chronology of One District's Experience). District Assessment.

Yosemite Community Coll. District, Modesto, CA.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; *Information Needs; Multicampus Districts; Two Year Colleges

An overview is provided of the decisions, activities, and processes that resulted in Yosemite Community College District's (YCCD's) current method for conducting an assessment of the District's total operation. The account begins with the first informal and formal efforts to gather as much information as was available concerning evaluation, assessment, planning and information systems, and the establishment of a steering committee to determine the most appropriate structure and direction for a committee to develop procedures and instruments to conduct an assessment of YCCD's operations. Next, the three phases of the steering committee's activities are described: (1) to identify and inventory existing instructional programs and services districtwide; (2) to develop an approach to assessing districtwide "what should be," utilizing a procedure which will result in the maximum input possible through a self-study process; and (3) to institutionalize the procedure through the existing administrative structure by tying the self-assessment planning process to the budget. Finally, the principles guiding the effort and the factors contributing to its success are outlined. Appendices provide sample data summaries illustrating the kinds of information available from the YCCD information system. (AYC)

ED 259 802 JC 850 437

Renkiewicz, Nancy

Moving On: A Pilot Study of Student Transfer--California State University, Sacramento, Los Rios Community College District, University of California, Davis.

Los Rios Community Coll. District, Sacramento, Calif.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Articulation (Education); Attendance Patterns; *College Transfer Students; Community Colleges; *Enrollment Trends; Followup Studies; *Outcomes of Education; Postsecondary Education; Remedial Instruction; State Universities; Student Characteristics; *Transfer Programs

In 1985, a pilot study was conducted to examine student progress from the community college to the four-year university; the characteristics and completion rates of transfer students; the university academic performance of students who took remedial work at the community college prior to transfer; and the accuracy of community college transfer rate calculations. The study followed 1,182 Los Rios Community College District (LRCCD) transfer students to the University of California at Davis (UCD) and California State University at Sacramento, focusing on their patterns of enrollment, characteristics, and academic performance and persistence. Study findings included the following: (1) many students spent more than 2 years at LRCCD before transferring; (2) Asians were over-represented in the transfer population to UCD when compared to their representation in the LRCCD; (3) older transfer students earned higher grade point averages (GPA's) at their transfer institution than younger transfer students; (4) students who took remedial English at LRCCD before transferring had lower GPA's at their transfer institution than those who did not take remedial English; (5) students who took remedial math before transferring had higher transfer GPA's than those who took remedial English; (6) LRCCD transfers continued their education and received degrees in approximately the same proportion as other transfers; (7) methods used by the universities undercounted numbers of transfer students; and (8) the different methods used by the two universities to attribute students to previous schools attended resulted in inconsistent results. (LAL)

ED 259 515 EC 180 251

Liebes, Sherry L.

A Glitch or a Goodie: Secondary Teachers' Views of Computer Software for Secondary Special Education Students.

PUB DATE- Jan 85
NOTE- 13p.; Paper presented at the Special Education Software Center Conference (Alexandria, VA, June 6-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Disabilities; High Schools; Secondary School Teachers; *Teacher Attitudes

High school teachers (N=21) who used microcomputers in instruction with mainstreamed low ability students were polled regarding their attitudes toward and experiences with software. Results revealed considerable variance regarding instructional time involving the computer, a preponderance of drill and practice uses over other applications (such as teaching new skills, reviewing material, problem solving, and behavior management), use of a mix of commercially produced and teacher developed software, little use of hardware enhancements (such as input and output devices), and preference for software design that re-taught content in a different manner after initial student error. Implications include the importance of teacher control over the software, age-appropriateness, emphasis on instruction in process skills along with content facts, and a "user-friendly" nature. (CL)

ED 259 530 EC 180 266

Position Statements on Programmatic Issues: A Position Statement of the Association for Retarded Citizens.

National Association for Retarded Citizens, Arlington, Tex.

PUB DATE- 84
NOTE- 36p.; Adopted by the ARC National Board cf Directors.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Ave. J., Arlington, TX 76006 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Modification; *Civil Rights; Delivery Systems; Employment; *Equal Education; *Mental Retardation; *Policy Formation; *Position Papers; Program Development; Residential Programs; Sheltered Workshops; Wages
IDENTIFIERS- *Association for Retarded Citizens

The position statement of the Association for Retarded Citizens (ARC) addresses issues in the design and delivery of programs for persons with mental retardation. An introductory section presents basic principles and philosophies underlying services, including integration, human rights, equal rights, normalization, and the developmental model. Then, specific issues are examined and positions of the ARC set forth: (1) rights of people who are mentally retarded; (2) the concept of least possible restriction; (3) work and employment related activities (productivity, work activity centers and sheltered workshops, and wages); (4) residential opportunities (in-home and out-of-home care); (5) guardianship; (6) behavior management; and (7) quality assurance. (CL)

ED 259 745   IR 051 190

Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985).
International Bureau of Education, Geneva (Switzerland).
REPORT NO.- UNESCO/BIE/DOCINF/5-Prov.
PUB DATE- 24 May 85
NOTE- 140p.; For selected component documents, see IR 051 191-196.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Developing Nations; Information Dissemination; *Information Networks; Information Science; *Information Systems; International Organizations; *International Programs; Models; *Online Systems; Standards; *Systems Development
IDENTIFIERS- Educational Information; *International Network Educational Information; UNESCO

This report documents a meeting of experts in educational documentation and information from both developed and developing countries, who met to examine issues involved in the implementation of a proposed network for the better use of information resources in educational development. Included are summaries of the business meeting and discussions of working and information papers presented to the group as a whole, as well as the reports and/or recommendations of three working groups. The first group addressed network models, compatibility, norms and standards for the proposed International Network for Educational Information (INED), and coordination and management of the network. Focusing on the range of INED services for both developed and developing countries, the second working group examined models of international networking; support systems for the transmission of information; personnel requirements for national and regional centers; and user awareness. The third working group discussed and presented recommendations for the sensibilization and orientation of users, and technological options, norms, and standards for INED. Documentation appended to this report includes the working agenda, suggested topics for working groups, a summary of replies to a survey on INED, and a list of participants, as well as the papers presented: (1) "Present Situation of Unesco Resources in Educational Documentation and Information and Its Future Development"; (2) "IBE Activities in the Field of Educational Documentation and Information: Its Present Situation and Future Development"; (3) "Unesco Integrated Documentation Network: Computerized Documentation System (CDS)"; () "Promotion of Information Technology Applications in Third World Countries: PGI's Role" (Jacques Tocatlian); (5) "Unesco's General Information Programme for the 80s"; and (6) "Information Network Development" (F. V. Mahon). (BBM)

ED 259 874 RC 015 422

Hanuske, Sarah
Shared Services for Rural and Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Strategies; Consortia; Cooperative Programs; *Educational Cooperation; *Educational Trends; Elementary Secondary Education; *Rural Schools; *Shared Services; *Small Schools
IDENTIFIERS- ERIC Digests

As school populations decline and costs rise due to inflation, rural and small schools are turning to shared services in order to keep community schools open, meet federal mandates, and improve educational opportunities. Sharing ventures may be for limited purposes, such as sharing a physics teacher or having a joint drama production, or for more permanent programs such as a regional vocational education or media center. Guidelines for successful service sharing programs include joint planning by participating districts, clearly written objectives, voluntary participation, and equitable cost sharing. At the regional level, financing and staff recruitment are typical problems facing service sharing agencies. Among school districts, problems are related to issues such as school calendars, scheduling, transportation, teacher benefits, and local pride. Shared ventures can expand curriculum offerings, maintain a balanced staff, and decrease expenditures through joint purchasing and sharing of supplies, equipment, and staff salaries. A list of eight references available from the ERIC Document Reproduction Service is appended. (JHZ)

ED 259 482 EC 180 218

Osman, Betty
Social Competence in Educationally At-Risk Preschool Children.
PUB DATE- May 85
NOTE- 8p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *High Risk Persons; *Interpersonal Competence; *Peer Acceptance; Peer Relationship; Preschool Education

The social competence of 68 preschool children, including special education, at-risk, and control Ss, was examined to determine whether at-risk Ss would differ from comparison children in social skills and acceptance by peers. Teacher ratings of social skills were reported on the California Preschool Social Competency Scale while peer and self-ratings of social acceptance were measured on an adapted picture sociometric technique. Results revealed that teachers' ratings of social skills were significantly different across groups. Ss at risk in the mainstream were judged significantly more competent socially than Ss in special education, but significantly less capable than control Ss. Peers viewed children in much the same way as teachers, and self-ratings of preschoolers were not significantly correlated with either social skills or social acceptance by the peer group. Findings supported the need for early recognition of social problems and subsequent training prior to elementary school. Intervention strategies are briefly reviewed. (CL)

Hughes, Harrie M., Ed.
Midwest Talent Search Quarterly, Volume 1, Issue 1, Fall 1983.
Northwestern Univ., Evanston, Ill. School of Education.
PUB DATE- 83
NOTE- 17p.
AVAILABLE FROM- Midwest Talent Search Quarterly, Northwestern University, School of Education, 2003 Sheridan Rd., Evanston, IL 60201 ($15.00 per year, $5.00 per copy, quantity price: $3.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; Elementary Education; Junior High Schools; Program Descriptions; *Summer Programs; Talent Identification
IDENTIFIERS- *Midwest Talent Search Project

Intended for parents and educators of academically talented students, the newletter presents highlights of the Midwest Talent Search (MTS) project and related information on gifted education. The goals and course offerings of MTS are described, and an address by Julian Stanley to gifted students is summarized. Summer program highlights of the MTS for academically precocious youth (11-14 years old) are described. Coursework capsules cover expository writing, literary analysis, pre-calculus mathematics, and American history. The newsletter concludes with brief information reviews of topics in gifted education. (CL)

ED 259 564 FL 015 126

Young, Malcolm B.; And Others
LEP Students: Characteristics and School Services. The Descriptive Phase Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students.
Development Associates, Inc., Arlington, Va.; Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 84
NOTE- 301p.
CONTRACT- 300-83-0300
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Elementary Education; *Elementary School Students; *Federal Programs; Geographic Distribution; *Limited English Speaking; Local Government; Longitudinal Studies; Personnel Management; Program Effectiveness; Program Evaluation; *Public Policy; State Government; *Student Characteristics; Teaching Methods

The report contains major findings concerning the size and geographic distribution of limited-English-proficient students, the students' characteristics, state and local policies toward special services for this group, personnel providing services, instructional contexts and practices, and the nature of services being provided to them. Numerous data tables are included with the narrative findings and summaries. It was found that districts varied widely in their entry and exit criteria for special services, although several factors were common. The population, based on local school district definitions, was found to be 882,000 public school students in grades K-6. The predominant native languages were Spanish and Asian languages, with the typical school serving three or four non-English language groups. Almost all school districts reported offering special instructional services. Instructional personnel were found to have widely varied backgrounds and experiences; this group included providers of special services, special education teachers, resource or instructional support staff, and paraprofessional aides or tutors. (MSE)

ED 259 580 FL 015 144

The Journal of the Society for Accelerative Learning and Teaching, Volume 7.

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

PUB DATE- 82

NOTE- 357p.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Aptitude Tests; Calculators; *Classroom Techniques; Creativity; Elementary Secondary Education; *English (Second Language); Foreign Countries; German; Gifted; Group Activities; Higher Education; Language Skills; Mathematics Instruction; Memory; Microcomputers; Music Activities; Neurological Organization; *Relaxation Training; *Second Language Instruction; Self Esteem; *Skill Development; Spelling; Standardized Tests; *Suggestopedia; Tutoring; Vocabulary Development

IDENTIFIERS- Scholastic Aptitude Test; Silent Way (Gattegno); Tomatis Method

The four 1982 numbers of the Journal of the Society for Accelerative Learning and Teaching (SALT) include articles on: a comparison of the Tomatis Method and Suggestopedia; the CLC system of accelerated learning; Suggestopedia in the English-as-a-second-language classroom; experiments with SALT techniques; accelerative learning techniques for self-concept enhancement; Suggestopedic German in Australia; suggestion for harmonizing with barriers; music and vocabulary learning; relaxation training and music for creativity; calculators and microcomputers for exceptional children; a process for emergency-shelter children; SALT techniques for vocabulary tutoring for the Scholastic Aptitide Test; relaxation training in Swedish schools; the changing personal history technique; language and the brain; relaxation in a college management class; group relaxation and spelling; a simplified body/mind model; supermemory of numbers; fantasy journeys and creativity; mathematics instruction for gifted students; inner modeling; Suggestopedia and the Silent Way; baroque music and imagery for vocabulary retention; and book reviews. (MSE)

ED 259 637 HE 018 518

Hammond, Martine F.; And Others
The College President as Crisis Manager. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Case Studies; *Change Strategies; *College Presidents; *Conflict Resolution; Declining Enrollment; Financial Problems; Higher Education; Leadership Qualities; Private Colleges; Problem Solving; *Retrenchment; School Surveys; *Small Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Institutional Renewal

The experiences of presidents of small colleges in their role as crisis manager are discussed. Attention is directed to: problems confronting the presidents of threatened colleges; presidential actions necessary for institutional renewal; the personal characteristics of the successful crisis manager/president; and how presidential behaviors compare to theories of crisis management. Crisis is defined as declining enrollments and continuing deficit budgets severe enough that closing, merging, or moving the institutions were contemplated. Data were obtained from three sources: personal experiences of presidents; intensive case studies of three small, private colleges that confronted a crisis and were renewed; and a national survey of 19 such institutions. The case studies used participant observation, interviews, and review of archival data. The national survey began with a review of the literature on institutional renewal, after which 74 institutional renewal strategies were identified. Based on these strategies an instrument was developed to survey trustees, administrators, faculty, and others at a sample of small private colleges that had faced a crisis and been renewed. Respondents ranked the strategies and 22 emerged as significant to organizational revitalization. (SW)

ED 259 705 IR 011 737

National Telecommunications and Information Administration Authorization. Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Eighth Congress, Second Session on HR 5497, a Bill to Authorize Appropriations for the National Telecommunications and Information Administration for Fiscal Years of 1985 and 1986.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- House-Serial-98-147
PUB DATE- 24 Apr 84
NOTE- 79p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Broadcast Industry; *Communications Satellites; Educational Radio; Federal Aid; *Federal Legislation; Federal Regulation; Hearings; Information Dissemination; International Relations; Policy Formation; *Public Television
IDENTIFIERS- Congress 98th

This report on a hearing on legislation to authorize an increased appropriation for the National Telecommunications and Information Administration (NTIA) for fiscal years 1985 and 1986 contains an introductory statement by Timothy E. Wirth, Chairman of the Subcommittee on Telecommunications, Consumer Protection, and Finance; the text of the bill; a summary of a prepared statement and the full text of the statement by David J. Markey, Assistant Secretary for Communications and Information; material submitted for the record by the Commerce Department; a letter from Peter M. Fannon, the acting president of the National Association of Public Television Stations; and a transcript of the discussion held at the meeting. Both of the statements presented provide descriptions of the five basic programs of the NTIA: (1) it serves as the executive agency for developing and presenting communication and information policy; (2) it is responsible for managing the federal government's own use of the radio frequency spectrum; (3) NTIA's Institute for Telecommunications Sciences (ITS) in Boulder, Colorado, conducts communications research and policy support activities; (4) it monitors and participates in international telecommunications activities; and (5) the Public Telecommunications Facilities Program (PTFP) provides matching capital grants to extend the reach of public telecommunications. (JB)

Ndiaye, Raphael
Ce que l'IFLA Apporte a l'Afrique (What IFLA Brings to Africa).
PUB DATE- Aug 84
NOTE- 5p.; Paper presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Cooperative Planning; *Developing Nations; *International Organizations; *Library Research; Meetings; Seminars; *Technical Assistance
IDENTIFIERS- *Africa; *International Federation of Library Associations

This overview of the activities of the Section for Africa begins by tracing the growth of the section in 1982 and 1983 to 100 African members and 22 members from other continents. Participation by the section in International Federation of Library Associations (IFLA) preconference seminars is briefly discussed, and it is noted that the section would like more involvement in preseminar planning. Five projects conducted under the auspices of the section are also briefly described: (1) a preliminary study of libraries and information systems in southern Africa; (2) a study of family libraries in Zimbabwe which includes plans to create children's books in their native languages; (3) the development of public reading in Senegal for illiterate persons; (4) libraries for blind children in Sierra Leone; and (5) a study of the feasibility of producing educational materials for children and adults. A discussion of meetings notes that all of these projects have their beginnings at various regional meetings, and proposes that the Board of Directors of the Section on Africa hold regular meetings every two years. Other activities mentioned include the establishment of a clearinghouse at Dakar (Senegal) for IFLA publications and the publication of a journal for the Section on Africa. (BBM)

ED 259 773　　　　　　　　　　JC 850 405

Miami-Dade Community College 1984 Institutional Self-Study. Volume V: North Campus Studies (Change Center, Honors Program, Basic Law Enforcement Training Program).

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85
NOTE- 104p.; For other volumes, see JC 850 401-408.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Honors Curriculum; Participant Satisfaction; *Police Education; *Program Effectiveness; Program Evaluation; *Self Evaluation (Groups); Two Year Colleges; *Womens Education

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of selected programs at MDCC's North Campus. The first section provides information on North Campus, focusing on the student population; administrators, faculty, and staff; building programs; educational programs; and student and alumni accomplishments for the period 1974-1984. The next section introduces the special self-studies conducted at North Campus. The following sections provide evaluations of: (1) the CHANGE Center, a program fostering the academic, occupational, and social advancement of women; (2) the North Campus Honors Program; and (3) the Basic Law Enforcement Training Program. In addition to information on methods and findings, each section includes recommendations and projections. Finally, a summary section highlights the need for increased community and campus awareness of the programs, for expanding the services of the CHANGE Center and Honors Program, and for developing a strategy to cope with circumstances which currently make the Basic Law Enforcement Program unduly dependent upon the hiring needs of local police agencies. (HB)

ED 259 831 PS 015 093

McFadden, Emily Jean

Emotional Development: Fostering the Child's Identity. Instructor's Manual.

Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for the Study of Metropolitan Problems.
PUB DATE- 84
NOTE- 162p.; For related documents, see PS 015 091-092.
GRANT- NIMH-5T21-MH-13742
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Modification; Childhood Needs; Cultural Background; *Developmental Stages; *Emotional Development; Family Life; *Family Role; Fantasy; *Foster Care; *Foster Children; Foster Family; Instructional Materials; Parenting Skills; Rewards; *Self Esteem

"Emotional Development: Fostering the Child's Identity" is a manual for use in training families providing service to foster children. Consisting of information to be covered in eight class sessions and numerous appendices providing supplementary material, this instructor's manual contains instructor's materials and participants' course content. Instruction focuses on stages of development; developmental dimensions and developmental lag; emotional development; understanding children's behavior; handling behavior to build self esteem; the child's family and ethnic heritage; the fantasy family and heroes; and the foster family's role in assisting development. Lists of suggested readings for foster parents and instructors are provided. (RH)

Rosenthal, Elizabeth C.; And Others
Our Pride and Promise. A Report of the National Indian Child Conference (5th, Spokane, Washington, August 21-24, 1983).
Save the Children, Albuquerque, N. Mex.
SPONS. AGENCY- Save the Children, Westport, CT.
PUB DATE- Oct 84
NOTE- 49p.; For the report of the 4th national conference, see ED 243 936.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; American Indians; Child Abuse; Child Neglect; *Child Welfare; Cultural Education; Drug Abuse; Elementary Secondary Education; *Family Programs; Federal Indian Relationship; Health Education; *Health Programs; Human Resources; Postsecondary Education; Preschool Education; Recreational Programs; Special Programs; Tribes; Youth Leaders; *Youth Programs
IDENTIFIERS- *National Indian Child Conference; Save the Children Fund; Spiritual Development

The report of the fifth National Indian Child Conference (1983) contains a statistical portrait of the American Indian child, excerpts from the keynote address by J. Herman Blake, workshop topics, summary of a forum on the federal government's role in Indian affairs, conference resolutions, conference evaluation, and a directory of conference staff, presenters, and tribal representatives. The 71 workshop titles and presenters are listed under the broad headings of child welfare and family services, environment, women, recreation, spiritual well-being, Save the Children, youth, education, child abuse and neglect, physical and mental health, and resources. The conference resolutions--chiefly concerned with education and child welfare--call for curriculum improvement at post-secondary schools affiliated with the Bureau of Indian Affairs, adequate funding for federal Indian education programs (e.g., Johnson O'Malley, Title IV, BIA pre-kindergartens), substance abuse prevention programs for Indian youth, fair employment opportunities for Indian youth, increased funding for physical and mental health programs, federal assistance for community development programs to promote tribal self-sufficiency, and development of model tribal legal codes. A section on youth at the conference describes their participation, lists youth program events, and gives brief biographies of five Indian youths who received awards for outstanding achievement. (JHZ)

Bergsma, Harold M.
Training and the Development of Curriculum Standards in On Farm Water Management: Pakistan, 1984-1985.
Colorado State Univ., Ft. Collins.; New Mexico State Univ., Las Cruces. Dept. of Curriculum and Instruction.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- May 85
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Farmer Education; *Curriculum Development; Developing Nations; *Extension Education; *Farm Management; Field Instruction; Foreign Countries; National Programs; Needs Assessment; Rural Development; *Teacher Education; Teaching Skills; Training Methods; *Water Resources
IDENTIFIERS- Development Education; *Pakistan

The document describes the 18-month Phase I of the On Farm Management Project--supported by the World Bank and operated by Colorado State University and the Consortium for International Development--to design more systematic approaches to train people who will work in technical settings related to water management and irrigation channel construction projects in Pakistan. Separate chapters discuss developing a national standard for curriculum and training in on farm water management, evaluating on farm water management training program needs, establishing interdisciplinary program objectives, developing a curriculum guide, developing training modules, training of trainers, developing training programs for adult farmers and water users, and changing the motivation and training of water user associations. The report stresses that the key to improvement of training is the trainer himself. If he is well prepared, knows his material, and uses suitable training approaches which develop requisite skills among trainees, much progress will be made to improve the entire On Farm Water Management system and thereby utilize water resources more effectively in Pakistan. (NEC)

ED 259 531 EC 180 267

Crealock, Carol M.; And Others
Creative Writing Competency: A Comparison of Paper and Pencil and Computer Technologies to Improve the Writing Skills of Mildly Handicapped Adolescents.
PUB DATE- 1 Apr 85
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Cues; *Learning Disabilities; Prompting; Secondary Education; Word Processing; *Writing Skills

The paper describes two experiments conducted to improve writing skills of learning disabled adolescents. Experiment 1 used creative prompts plus a cut and paste editing strategy. In experiment 2, the same creative prompts were used with the Bank Street word processing program. Writing samples were scored for composition quality (holistic, number of complex sentences, and number of words per sentence), composition quantity (number of words) and transposition quality (percent of spelling errors) by group and time. Both experimental and control Ss improved from pretest to posttest in both experiments irrespective of editing strategy. Differential responses to the cut and paste versus computer strategies were described as were relative ease of program administration. Interpretations of the results suggest some caution about seeing computer technology as a "cure" for the writing difficulties of the learning disabled. (CL)

ED 259 548 FL 014 518

Scholz, George E.; Scholz, Celeste M.
Testing in an EFL/ESP Context.
Education Development Center, Inc., Newton, Mass.; Oregon State Univ., Corvallis. English Language Inst.
PUB DATE- 79
NOTE- 45p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Boston, MA, 1979).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Electronics; *English for Special Purposes; Foreign Countries; Grammar; Higher Education; *Language Proficiency; *Language Tests; Listening Comprehension; Reading Comprehension
IDENTIFIERS- Algeria

In an effort to learn at which level of language proficiency English for Special Purposes can be taught effectively to nonnative speakers, 50 students at an electronics institute in Algeria were administered eight tests after a 16-week intensive English course. Four of the tests were of skills in English as a second language (ESL): the grammar sections of the Michigan Proficiency Exam, a 100-item multiple-choice listening comprehension test, a cloze test of brief ESL passages, and ESL dictations. Four tests were of technical language, designed by and with passages submitted by the technical faculty, including a 50-item multiple-choice technical grammar test, reading passages, cloze tests of brief passages, and dictations. It was found that the tests of ESL correlated significantly with the technical language tests. During the next semester, structure and listening tests were administered and the results analyzed to determine the predictability of the learner's future technical performance. It was found that the ESL tests predicted ESL performance slightly better than the ESP tests, while the integrative cloze and dictation tests appeared to be better indicators of a learner's ability to succeed in technical subjects. (MSE)

ED 259 595 HE 017 985

Groseth, Rolf; Brigham, Ralph

Factors Associated with Retention and Attrition: A Follow-up of Students Who Entered Montana State in September, 1979.

PUB DATE- 5 Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Freshmen; College Graduates; *College Students; Followup Studies; Grade Point Average; Higher Education; Institutional Research; *School Orientation; *State Universities; *Student Attrition; *Summer Programs
IDENTIFIERS- *Montana State University

The effect of college orientation experiences on student grade point average (GPA) and persistence toward the degree was studied at Montana State University. Two groups of students were compared: 131 students who attended a 3-day orientation during the summer before their freshman year, and 97 freshmen who attended large group sessions just before the beginning of fall classes. Information was collected on: high school GPA, class size, rank in class, American College Testing Program scores, college credits carried and earned, college GPA, time of graduation, and degree. As a group, the students who attended the extended summer orientation program exceeded their predicted GPA by .38, while those who attended the large fall group sessions fell short of their predicted GPA by .06. The school lost 5 percent of the summer orientation students after the first quarter, compared to 15 percent of the fall group. Seventy-three percent of the summer orientation group and 55 percent of the fall group returned for the second year. Finally, a greater percentage of summer than fall orientation students graduated. (SW)

ED 259 609 HE 018 306

Kiffer, Theodore E.

Prerequisite for Common Learning. An Uncommon Faculty.

PUB DATE- 18 Mar 85

NOTE- 8p.; Paper presented at the National Conference on Higher Education of the American Association of Higher Education (Chicago, IL, March 18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; *General Education; Higher Education; *Humanities; Interdisciplinary Approach; *Liberal Arts; *Student Motivation; Student Participation; *Teacher Attitudes

IDENTIFIERS- *Pennsylvania State University

Perspectives on having an "uncommon" faculty teach general education courses are offered, based in part on the experience of Pennsylvania State University. An uncommon faculty members is one who is willing to spend time with students, to learn in areas outside his or her "major" field of mastered interest, to be a fellow learner instead of a dispenser of answers, and to admit not knowing answers when appropriate. The successful general education faculty will be uncommon in another sense: they will come from a variety of disciplines or colleges, even from nonfaculty administrative positions. At Penn State approximately 6,000 students take general education courses each year from an undergraduate population of about 56,000. The general education program offers 10 different courses in the humanities, international understanding, and social sciences. All faculty hold appointments in academic departments. Students are not required to take the general education courses, which are offered as alternatives to discipline courses, and which also satisfy the university baccalaureate or distribution courses. The students are active learners who seek to challenge and to question, and who view the instructor as a fellow-seeker of knowledge. (SW)

ED 259 623 HE 018 504

Zusman, Ami
Doctoral Study in Graduate Schools of Education: Conflict between Research Ethos and Professional Mission. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Doctoral Degrees; *Educational Change; Educational Objectives; Educational Quality; *Education Majors; Graduate Study; Higher Education; Reputation; *Research Skills; *Schools of Education; Teacher Education Programs
IDENTIFIERS- *ASHE Annual Meeting; *Research Universities; University of California Berkeley

Impacts of conflicting academic and professional pressures on graduate schools of education in research universities are examined, along with reforms to reduce these conflicts. Information was obtained from reports and interviews at graduate schools of education, including the University of California at Berkeley, George Peabody College for Teachers at Vanderbilt University; Stanford University, Columbia University's Teachers College, the University of California at Los Angeles; and the University of Michigan. In schools offering both Ph.D. and Ed.D. degrees, most enrollments in education are in Ph.D. programs, most of which are applied, compared to the arts and sciences disciplines. In research universities an applied Ph.D. in education (as in other professional fields) is perceived by the "core" campus arts and sciences departments as illegitimate. At the University of California at Berkeley reforms were enacted to strengthen practice-oriented training through a revitalized Ed.D. program, while also maintaining separate research-oriented Ph.D. programs. Additional questions for doctoral study in education are included, along with a list of reviews of graduate schools of education. (SW)

ED 259 651 HE 018 532

1985 Winners of the Cost Reduction Incentive Awards. Tenth Anniversary.

National Association of Coll. and Univ. Business Officers, Washington, D.C.; United States Steel Foundation, New York, N.Y.

PUB DATE- 85
NOTE- 38p.
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Operation; Campus Planning; Change Strategies; College Administration; *College Buildings; Computer Oriented Programs; *Cost Effectiveness; *Educational Facilities Improvement; Efficiency; Energy Conservation; Equipment Maintenance; Fuels; Higher Education; Incentives; *Operating Expenses; Parking Facilities; Program Costs; *School Maintenance; Staff Development

Fifty-two cost reduction efforts on college and university campuses are described, as part of the Cost Reduction Incentive Awards Program sponsored by the National Association of College and University Business Officers and the United States Steel Foundation. The incentive program is designed to stimulate cost-effective ideas and awareness of the use of financial, human, and natural resources on campus. While some aspects of a program may be unique to a particular institution, creative administrators may tailor the programs to their schools. Notable programs, some of which received prizes up to $10,000, include: Southern Methodist University's saving of more than $21,000 a year by using a computerized parking citation system using hand-held minicomputers; Kansas Newman College's saving of more than $20,000 by the use of asbestos encapsulation rather than removal of asbestos ceilings; Duke University Medical Center's savings of almost $67,000 by using a mail registration system for campus parking. Additional programs concerned: chemical spill-control kits, gas line survey, training campus police by videotapes, building operator training and development, energy saving steam traps, and monitored purchases of lower-cost fuel for vehicles. A list of all 1985 incentive program participants is included. (SW)

Fransson, Lars
Internationalizing the Universities. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; College Second Language Programs; *Exchange Programs; Faculty Development; *Foreign Countries; Foreign Students; Higher Education; *International Education; International Educational Exchange; Program Administration; Program Costs; Program Development; Study Abroad; *Undergraduate Study
IDENTIFIERS- *AIR Forum; International Competence; *Sweden

The program for internationalizing undergraduate studies at Swedish universities and colleges is described, with attention to the background for program development, current methods to implement the program, and outcomes. In addition to using Sweden and Uppsala University as an example, suggestions for integrating internationalization in the undergraduate curriculum are offered for an international audience. In most fields, Swedish universities have a long tradition of international cooperation, and the country as a whole has played a significant role in establishing educational projects in developing countries. It is suggested that the goal of internationalization in higher education should be a goal to improve quality, to increase competitiveness, and to form a foundation for solidarity across political and cultural boundaries. The following components of the undergraduate internationalization program are discussed: funding, integrating international material throughout the curriculum, international studies and areas studies, study abroad and exchange programs, foreign language instruction and languages for specific purposes, using foreign students as resources, and faculty development. Also considered are the administrative organization of the international program and the role of administrators in promoting internationalization. (SW)

ED 259 719 IR 011 752

McLean, Lois Maxine
Seeking Information on Interactive Video: The Information Sources and Strategies Used by Corporate Training Developers.
PUB DATE- May 85
NOTE- 185p.; Ed.D. Syracuse University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Industrial Training; *Information Seeking; Information Services; *Information Sources; Information Utilization; Interviews; Surveys; *Trainers; Training Methods; Videodisc Recordings; Videotape Recordings
IDENTIFIERS- *Interactive Video

This study examines the specific information-seeking process and the information sources employed by corporate training developers and managers when considering the adoption and implementation of interactive video (tape or disc) as an instructional delivery system. Purposes include the identification of available sources of information on interactive video; information sources and strategies used; criteria that guide information source and search strategy selection; relative utility of the sources and strategies; and how variations among individual users, settings, and tasks affect the selection and utility of specific information sources and strategies. Analysis of data from interviews with training development personnel in 20 diverse corporations indicates that the most common information sources include vendors, consultants, and other corporate trainers, with personal contact being the primary information source, and "networking" the most common search strategy. In addition, it was found that the adoption of interactive video for training is occurring at a slow pace; information on interactive video is difficult to find; and available information sources are often inadequate to meet the needs of corporate training developers. The interview guide used and a list of resources for information on interactive video are appended. (Author/JB)

ED 259 788 JC 850 420

Assessment Atlas, 1983-84.
Yosemite Community Coll. District, Modesto, CA.
PUB DATE- 84
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Administration; College Faculty; Community Colleges; Departments; Educational Facilities; Educational Finance; Enrollment; *Institutional Characteristics; *Multicampus Districts; School Personnel; School Statistics; Two Year Colleges; *Two Year College Students

Designed to provide information of value in establishing a base for decision making in the Yosemite Community College District (YCCD), this assessment atlas graphically presents statistical data for the District as a whole, its two campuses, and YCCD Central Services for 1983-84. After an introduction to the use of the assessment atlas and information system, districtwide data are provided on instructional and non-instructional staff, financial expenditures, services (including method of instruction by term and sections/enrollments), facilities, and student enrollment data by age, sex, ethnicity, number of units carried, week, and time of day. The following sections present the same breakdown of information for Columbia College and its 13 departments and program areas and for Modesto Junior College and its 15 departments and program areas. Finally, information is provided on staff and finances for YCCD Central Services (i.e., the Superintendent's Office, the Assistant Superintendent for Business Services' Office, the Personnel Office, and the Resource Development Office). The report includes a glossary of terms and a bibliography of support data. (HB)

ED 259 817 PS 014 694

Schoonmaker, Meyressa H.
Legal Aspects of the Changing Roles of Women in North Carolina.
North Carolina Center for Laws Affecting Women, Inc., Winston-Salem.
PUB DATE- May 83
NOTE- 11p.; Paper presented at the Conference on Changing Roles of Women in North Carolina (Raleigh, NC, May 9-10, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Divorce; *Employed Women; *Employment Practices; *Equal Protection; Federal Legislation; *Legal Problems; One Parent Family; *Public Policy; *Sex Bias; State Legislation
IDENTIFIERS- Child Support; *North Carolina

Although women in North Carolina increasingly enter the work force to stay and their "protected" status in marriage is no longer secure, North Carolina's women do not have economic equality under law with men. Husbands have full rights to the rents, profit, and control of entirety property and real estate during marriage; and no women serve as judges on the North Carolina Superior Court, the Court of Appeals, or the Supreme Court where major policy is formulated. While women can now sign binding contracts, sue in their own names, and own their earned wages, they are penalized for performing as caretakers of the home and children. A plan of action is needed which incorporates women's roles as wife, mother, volunteer, and worker and which assures women financial security. Certainly, dramatic changes in the law affecting women's roles in North Carolina have been made, such as the Equitable Distribution of Property Act. But numerous issues remain to be resolved including inequalities between male and female single parents, disproportionate responsibilities for caring for children, absence of job rights related to pregnancy, lack of protection for workers in small businesses with less than 25 employees, sex discrimination in insurance coverage, the hazards to reproduction of work-related substances, child care for working parents, and child support enforcement. (RH)

ED 259 483 EC 180 219

Barrier Free Design Handbook: Accommodations for the Physically Handicapped.

Veterans Administration, Washington, DC. Office of Construction.

REPORT NO.- H-08-13

PUB DATE- 85

NOTE- 53p.

AVAILABLE FROM- Superintendent of Documents, U.S.; Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Accessibility (for Disabled); *Building Design; *Design Requirements; *Physical Disabilities

The handbook sets forth design requirements for construction and renovation of buildings owned, leased, or funded by the Veterans Administration (VA), to permit physically handicapped persons ready access. The book is intended mainly for use by the VA staff and contracted architect/engineer firms involved in developing criteria and designing, constructing, and renovating VA buildings and facilities. Specifications are presented for the following accessible spaces and elements: passenger loading areas, walks, parking areas, curb ramps, ramps, entrances, doors and doorways, floors, corridor handrails, stairs, elevators, platform lists, toilet rooms, water fountains, public telephones, controls, alarm systems, hazards, carpets, cafeteria and retail store facilities, patient bedrooms, and special consideration areas. A checklist for barrier free design concludes the handbook. (CL)

ED 259 500 EC 180 236

Haring, Thomas G.; And Others
The Socialization Research Project. Final Report.
California Univ., Santa Barbara.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 340p.; For the separate papers contained in this report, see EC 180 237-243.
GRANT- G008104154
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Generalization; *Interaction; *Interpersonal Competence; Peer Acceptance; Peer Relationship; *Severe Disabilities; *Socialization

The report documents the findings of a 3-year study of the social skill development of severely handicapped youth within integrated school and community settings. A series of seven studies were instituted on two central issues: (1) the ability to train and promote generalization of social language skills in the form of initiation and respondent behaviors directed toward nonhandicapped peers or counselors, and (2) the attitudes and resultant behaviors of nonhandicapped peers as a result of systematic contact experiences with handicapped individuals. The study focused on the following topics: teaching self-delivered reinforcement, differential reinforcement of other behavior within small group instruction settings, social interaction with autistic youth, social interaction during breaktime, between-class generalization, attitude change, and social language use. Findings suggested that teaching severely and moderately handicapped children to initiate and expand social interactions with peers and coworkers could influence the amount and type of interaction occurring in nontrained settings. Also revealed was that extended, one-to-one contact may improve subsequent behaviors and attitudes of nonhandicapped persons toward familiar handicapped peers. The bulk of the document is contained in Appendix C, which is composed of seven papers reporting the seven specific studies. The other two appendices consist of letters of support and agreement and data sheets. (CL)

ED 259 516 EC 180 252

Skilling, Joan; Pheeny, Joanne
Parent to Parent: Insights from Families with Exceptional Children.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; *Disabilities; Elementary Secondary Education; *Family Relationship; Parent Attitudes; Parent Materials; Personal Narratives

Written for parents, the paper describes experiences of 16 parents of handicapped children. Discussion includes excerpts of parents' initial feelings at their child's diagnosis, their reactions (largely negative) to medical and other professionals, their growing awareness that their own instincts were of most value in raising the child, difficulty in finding helpful counseling, and sources of support found in other parents of handicapped children. Also noted are changes in nuclear and extended families as a result of handicapped members, including effects on siblings and on the marriage. Parents speak about changes in their lives, especially in their ideas of what is important, and about coping suggestions for new parents of handicapped children. (CL)

ED 259 665 HE 018 546

Population and Enrollment Trends: 1985-2000. The Third in a Series of Background Papers for the Commission's Long-Range Planning Project. A Prospectus for California Postsecondary Education, 1985-2000. Commission Report 85-16.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 4 Mar 85

NOTE- 105p.; For the fourth in this series, see HE 018 545.

AVAILABLE FROM- California State Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Age Groups; *College Students; Community Colleges; Elementary Secondary Education; Enrollment Projections; *Enrollment Trends; *Geographic Distribution; *Long Range Planning; Models; *Population Trends; *Postsecondary Education; Racial Distribution; Socioeconomic Status; State Universities

IDENTIFIERS- *California

Demographic factors that will determine enrollment potential and service needs for California's segments of postsecondary education over the next 15 years are examined. Attention is directed to total population, age distribution, race composition, geographic distribution, and socioeconomic status. To provide some indication of changes that might occur in postsecondary education, information is provided on shifts in the composition and the progression of grade cohorts through the school system from kindergarten to high school graduation. Recent trends in college and university enrollments in the United States and California are reviewed to identify dimensions of participation that will most strongly affect future enrollment potential. Included are differences in participation for California's counties and eight metropolitan regions. Differences in participation for the University of California, California State University, and the community colleges are also identified with a focus on ethnic composition, age distribution, family income, and parental educational attainment. The California Postsecondary Education Commission's computer-based model for simulating the effects on enrollment potential of various potential changes in demographics is also described. (SW)

Morrison, James L.; And Others
Futures Research and the Strategic Planning Process: Implications for Higher Education. ASHE-ERIC Higher Education Research Report No. 9, 1984.
Association of American Colleges, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-18-7
PUB DATE- 84
NOTE- 141p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Department PR-9, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Change Strategies; *College Planning; Delphi Technique; Educational Policy; *Futures (of Society); Higher Education; Long Range Planning; Mathematical Models; Prediction; *Predictive Measurement; Statistical Analysis; *Trend Analysis
IDENTIFIERS- *Environmental Scanning; Futures Research; *Strategic Planning

The use of futures research to improve a college's ability to deal with changes brought about by social, economic, political, and technological developments is discussed, with attention to new planning strategies and forecasting methods. While traditional long-range planning tracks and forecasts the institution's internal development, strategic planning considers a range of possible societal conditions that may influence education, as well as the potential effects of different policies. The technique of environmental scanning, which is derived from futures research, is an integral part of strategic planning. The environmental scanning process and the following evaluation and forecasting methods are explained, with examples and charts/illustrations: impact network; probability-impact chart; individual judgmental forecasting; mathematical trend extrapolation (e.g., regression, time series); group forecasting (e.g., the Delphi technique); cross-impact models; scenarios; and policy impact analysis. Key stages in the development of public issues, and lessons learned in the corporate world are also considered, along with suggestions for developing a strategic planning process within an existing organization. (SW)

IFLA General Conference, 1984. Libraries Serving the General Public Division. Section on Children's Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 71p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Adolescents; Children; *Childrens Literature; *Developing Nations; Foreign Countries; International Organizations; Library Associations; Library Education; *Library Services; Program Descriptions; Public Libraries; *Reading Habits; Rural Areas
IDENTIFIERS- *Africa; *Childrens Librarians; Sweden

Papers on children's services presented at the 1984 IFLA general conference include: (1) "Children's Literature in Kenya: Staggering Problems, Limited Successes, and Some Signs of Hope" (Ellen Kitonga, Kenya), which identifies some basic problems with respect to children's literature in Africa and suggests possible courses of action; (2) "Public Libraries Are Fantastic: Promotion of Reading and Library Use in Cooperation with Authors, Unions, Schools, and Other Institutions" (Margareta Torngren, Sweden), which describes unconventional methods currently used in Sweden to reach new and inexperienced readers and suggests additional strategies; (3) "Promoting Children's Library Work and Reading Habits in Africa" (Gloria E. Dillsworth, Sierra Leone) which examines the library situation in many of the developing countries in Africa, identifies general problems, and discusses book exhibitions, seminars, and future plans; and (4) "Education and Training of Children's Librarians in Africa" (Virginia W. Dike, Nigeria) which surveys library services and types of personnel providing such services for children in Africa, and addresses the issue of education and training. (THC)

ED 259 803 JC 850 438

Linthicum, Dorothy S.

Economic Development through Education at Maryland's Community Colleges.

Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Aug 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Role; *Community Colleges; *Economic Development; Educational Needs; Education Work Relationship; *Job Training; Labor Education; Needs Assessment; Questionnaires; Retraining; *School Business Relationship; *School Community Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *Maryland

A study was conducted to identify the role community colleges have played in developing Maryland's economic resources. The study sought to determine: (1) what types of programs and courses had the community colleges created to serve local economic development needs; (2) how many students were involved in programs and courses related to job training for business and industry; (3) what kinds of formal and informal communications systems had the colleges developed with local business and industry; (4) did the colleges work with local and state economic development agencies in program and course development for existing businesses and in recruitment of new industry; (5) how were the colleges involved in retraining workers with obsolete skills; and (6) how were community colleges in other states involved in statewide economic development activities. The study methodology included a college survey requesting information on courses, programs, economic development activities, and relations with community businesses and agencies; interviews with personnel from eight community colleges regarding specific economic development activities; and a literature review and follow-up contacts to assess activities in other states. The report presents the methods and findings of the study, along with conclusions regarding the strengths and weaknesses of the community colleges' economic development role and recommendations. The survey instrument is included. (AYC)

ED 259 832 PS 015 103

Social Development Newsletter; Number 20, January-June, 1984. Special Issue on the Family.

United Nations, Vienna (Austria). Centre for Social Development and Humanitarian Affairs.

PUB DATE- Jun 84

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Developing Nations; *Family (Sociological Unit); Family Role; International Organizations; Program Descriptions; *Public Agencies; Public Policy; Seminars; *Voluntary Agencies

IDENTIFIERS- Africa; India; Nongovernmental Organizations; Qatar; *Research Results; *United Nations; USSR

Four chapters report studies on the family and describe activities of intergovernmental and nongovernmental organizations and the United Nations system. Discussed in chapter I are United Nations declarations, resolutions, and plans of action regarding the concept of the family; activities of United Nations bodies; activities of the Food and Agriculture Organization of the United Nations; violence in the family; and social welfare strategies relevant to changing families. Studies discussed in chapter II concern the role of the family in the developmental process; national family policies and guidelines for the design of national and subnational programs; African perspectives on the family and development; and internal studies focusing on the family and development, development processes, sub-Saharan Africa, Africa as a whole, Qatar, the Indian family, instability of the family in development, and the family in socialist society. Chapter III briefly reports activities of the Organization of American States and the Inter-Parliamentary Union, while chapter IV reports those of the Centro Internazionale Studi Famiglia, the International Planned Parenthood Federation, the International Social Security Association, and the International Union of Family Organizations. Also included are a 22-page bibliography and the text of the Economic and Social Council Resolution 1983/23 on the Role of the Family in the Development Process. (RH)

ED 259 875 RC 015 423

Swift, Doug
Finding and Keeping Teachers: Strategies for Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 4p.
CONTRACT- NIE-400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Responsibility; Definitions; Elementary Secondary Education; *Faculty Mobility; *Incentives; Rural Schools; *Small Schools; Teacher Housing; *Teacher Persistence; *Teacher Recruitment; Teacher Salaries
IDENTIFIERS- ERIC Digests

Recruiting and retaining qualified, competent teachers is an ongoing problem for small school administrators. The reasons for high turnover are numerous and complex, e.g., preservice preparation is presently more suitable for large, metropolitan schools than for small, rural schools; career orientations fail to recognize that experience in small schools advances future plans and goals; and there may be a mismatch of personal value systems and rural lifestyles. Incentives for teachers to accept employment and to remain in small schools are varied and frequently innovative. Some are of no or low cost and are within existing resources; others require additional funds which may be obtainable only through legislative action, voter participation, or local largesse. Superintendents, school boards, and communities must exercise their creativity in recruiting and retaining good teachers and must work cooperatively to secure the additional funding required to meet the need for a competent and stable teaching staff. This digest defines the small school and discusses the following: reasons for high teacher turnover, old and new recruitment strategies, the housing problem, intrinsic advantages of small schools, salary and related incentives, retention activities, payment for incentives, and mutual support among small school districts. (NQA)

ED 259 565 FL 015 127

Chaudron, Craig; Richards, Jack C.
The Effect of Discourse Markers on the Comprehension of Lectures.
PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *College Instruction; Discourse Analysis; *Foreign Students; Higher Education; *Lecture Method; *Listening Comprehension
IDENTIFIERS- *English for Academic Purposes

The study examined the ways in which different categories of discourse marker affect how well foreign college students understand university lectures, and specifically, the effects of macro markers (those indicating overall organization) and micro markers (functioning as fillers, indicating links between sentences). Four versions of an American history lecture were developed: a baseline version without special signals of discourse organization, a version with micro markers, one with macro markers, and one combining micro and macro markers. The four versions were assigned at random to different classes of pre-university and university groups of students of English as a second language. The students' comprehension was measured by three instruments: a cloze recall test, a multiple-choice test, and a true-false test. It was found that macro markers led to better recall of the text material than micro markers, in either the micro or the micro-macro version. It is suggested that more emphasis be placed on macro markers in second language classroom instruction and materials. (MSE)

ED 259 638 HE 018 519

Zumeta, William; Mock, Carol
State Policy and Private Higher Education: A Preliminary Research Report. ASHE 1985 Annual Meeting Paper.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
CONTRACT- 400-83-0054
LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Case Studies; College Choice; *College Planning; Financial Policy; *Financial Support; Government School Relationship; Higher Education; Information Needs; *Private Colleges; Program Evaluation; *Public Policy; State Aid; *State Government; Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; California; Indiana; New York

An overview of an ongoing study of state policies and private postsecondary education is presented. It is suggested that higher education should be viewed in the context of a state's practices in other human service policy areas (e.g., social and health services). Three types of state policy postures are emphasized: laissez-faire, market competitive, and direct regulatory. Four areas of state policy that are centrally important to private colleges are also covered: access/choice, direct institutional aid, planning and program review, and information policies. Policy areas and postures are illustrated by the cases of California and Indiana, which were studied in detail. The case of New York State is used to illustrate the adaptation to changing demands for degree programs and the competition between public and private colleges for public funds. Also considered are statistical evidence of relationships between state aid programs and indicators of access, choice, and private sector health. The objective is to compare changes in enrollment patterns and indicators of private sector fiscal health across time periods and across states representing different levels of policy commitment to the private sector and its students. (SW)

ED 259 706 IR 011 738

Kapes, Jerome T.; And Others
Using Microcomputer Based Career Guidance Systems in a University Setting: Reaction Data from Users.
PUB DATE- 31 Jan 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; *Career Counseling; *Career Guidance; Career Planning; Comparative Analysis; *Computer Oriented Programs; Counselor Training; Higher Education; *Microcomputers; Program Evaluation; Questionnaires

This report compares the effectiveness of two microcomputer based career guidance systems that are gaining widespread acceptance--the System of Interactive Guidance and Information (SIGI), produced by the Educational Testing Service, and DISCOVER, produced by the American College Testing Program. Both systems are designed to lead the user through an evaluation of abilities, interests, and/or values to establish a personal basis for choosing career alternatives. The two systems were evaluated by two distinct groups of Texas A&M students--beginning undergraduates and master's level counseling students. This report chronicles the results of that evaluation, as well as the methods used to collect and interpret student data. The results show that both undergraduate and graduate students gave the SIGI and DISCOVER systems high ratings, showing very little difference in their preference for one system over the other. Sample reaction questionnaires are included, together with statistical information on the responses of both groups. A concluding discussion comments on research in the field of computerized guidance counseling and suggests a need for high standards in selection and administration of such systems. (JB)

ED 259 746 IR 051 191

Mahon, F. V.
Information Network Development.
International Bureau of Education, Geneva (Switzerland).
REPORT NO.- UNESCO/BIE/DOCINE/Inf.5
PUB DATE- May 85
NOTE- 6p.; Paper presented at the Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985). For related documents, see IR 051 190-196.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; Information Dissemination; *Information Networks; Information Science; *Information Systems; *International Organizations; *International Programs; Models; Program Implementation; Standards; *Systems Development
IDENTIFIERS- Educational Information; *International Network Educational Information

The International Bureau of Education (IBE) and Unesco, together with their member states, are faced with the task of implementing a proposed network--the International Network for Educational Information (INED)--for the better use of information resources for educational development. This review of issues that need to be considered in the development of such an international network includes a statement of the main purpose of a network; brief descriptions of four models for different types of networks (centralized, decentralized, cooperative, and coordinated); a discussion of the importance of compromise and flexibility in networks; a description of the management role in providing a structure for the network; some suggestions for planning user services and marketing; a review of issues involved in the selection of appropriate hardware and software; an outline of seven phases of the implementation process and some necessary inputs; and a brief description of the roles IBE and Unesco will play as coordinators of the network. (BBM)

ED 259 760 IR 051 274

Kubow, Stefan

Projets et Resultats des Recherches sur l'Histoire des Bibliotheques en Pologne (Projects and Results of Research on the History of Libraries in Poland).

PUB DATE- Aug 84

NOTE- 19p.; Paper presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; *History; International Organizations; Libraries; *Library Research; *Library Science; National Programs; *Research Methodology; *Research Projects; *Theories

IDENTIFIERS- *Poland

The history of library science in Poland and a number of Polish research projects are reviewed in this paper. It is concluded that a considerable amount of research has been done on the history of libraries in Poland, but that this research is fragmented and separated by its focus on theory or methodology. The methodology of scientific research in this area needs to be perfected by the organization of seminars and coordination of efforts. There is a possibility that this goal may be reached by the participation of specialists in the history of the book and of libraries in the interdisciplinary research program entitled "The National Culture of Poland, Its Developmental Trends and Perceptions"; one of the goals of this program is to conduct research on the history of libraries and reading in Poland. The Encyclopedia of Polish Books will be another step in this direction. An effort is also being made to coordinate the works of science libraries. It is possible, given the amount of research and efforts at its organization, that a synthesis of the history of libraries in Poland may be prepared in the near future. (BBM)

ED 259 774 JC 850 406

Miami-Dade Community College 1984 Institutional Self-Study. Volume VI: South Campus Studies.

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85

NOTE- 220p.; For other volumes, see JC 850 401-408.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Athletics; *College Faculty; College Programs; College School Cooperation; Community Colleges; *Computer Oriented Programs; Honors Curriculum; *Outreach Programs; Program Evaluation; *Self Evaluation (Groups); Study Abroad; Theater Arts; Two Year Colleges

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of selected programs at MDCC's South Campus. The first section provides information on South Campus and the special self-studies conducted at the campus. Following evaluations of the campus's computer-based programs and the campus's Center for Excellence, and the community-based outreach programs of the Division of Extended Educational Services, the following programs offering opportunities for individual achievement are evaluated: (1) academic honors program; (2) intercollegiate athletic program; (3) creative and performance arts program; (4) distinguished visiting professor series; (5) overseas travel and study programs; (6) selected academic programs for superior and talented students; (7) professional excellence and faculty achievement; and (8) public school on-campus programs. In addition to information on evaluation methods and findings, each section includes recommendations and projections. (HB)

ED 259 517 EC 180 253

Part 100 Regulations and Special Education: A Guide for Implementation.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-85-6546
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Curriculum Development; *Disabilities; Elementary Secondary Education; Equal Education; Graduation Requirements; *State Standards
IDENTIFIERS- *New York

The guide is intended to help administrators implement Part 100 Regulations of New York which includes special education within the regular education framework rather than as a separate parallel system. The guide provides a summary of major topics within the Part 100 regulations and discusses implications for students with handicapping conditions in the following areas; curricular requirements K-8; requirements for diplomas and certificates; testing, remediation, and alternative testing; second language requirements; guidance programs; conduct and discipline. Within each topic areas, suggestions are offered for planning and implementation. (CL)

ED 259 532 EC 180 268

A Program Inspection on Transition of Developmentally Disabled Young Adults from School to Adult Services.

Office of Inspector General (DHHS), Washington, DC.

PUB DATE- 13 Apr 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Delivery Systems; *Demonstration Programs; *Developmental Disabilities; *Education Work Relationship; Employment; *Federal Aid; *State Programs; Young Adults
IDENTIFIERS- Independent Living

Discussions were held with 252 respondents (state and local officials, service providers, educators, parents) in 28 states concerning the problems in transition from school to adult services for developmentally disabled young adults. Transition issues were seen to include questions of where to live, what to do, and how to obtain support. The complex nature of the adult service system is noted, and examples of program models identified as innovative are offered, including those focusing directly on transition mechanisms between high school and adult services, as well as those adult service models emphasizing independent or semi-dependent living. The section on information on federal and state expenditures outlines spending by the Health Care Financing Administration, the Social Security Administration, the Office of Human Development Services and the Public Health Service. Two approaches to financing and delivery of adult services are noted: (1) increased reliance on smaller community-based intermediate care facilities and home and community-based care allowed by the Medicaid waiver provisions; and (2) growing use of programs stressing independent living and competitive work. Two appendixes include descriptions of 10 model programs and summaries of major funding programs for developmentally disabled adults. (CL)

ED 259 549 FL 014 916

Brod, Richard I.
Survey of Foreign Language Course Registrations in U.S. Colleges and Universities, Fall 1983. Final Report.
Modern Language Association of America, New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- Apr 85
NOTE- 411p.
GRANT- G008302217
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Arabic; Chinese; *College Second Language Programs; *Enrollment Rate; *Enrollment Trends; French; German; Greek; Hebrew; Higher Education; Italian; Japanese; *Language Enrollment; Latin; National Surveys; Portuguese; Private Colleges; Questionnaires; Russian; Spanish; State Colleges; State Universities; Trend Analysis; Two Year Colleges; Uncommonly Taught Languages; Universities

Data from a national survey of colleges and universities with foreign language programs revealed an increase of 4.5% in total foreign language registrations between 1980 and 1983, the first general increase noted since 1968. Registrations increased by over 10% in Chinese, Italian, Japanese, and Russian. French, Spanish, German, and the aggregate of less commonly taught languages showed smaller gains. Arabic, Ancient Greek, Hebrew, Latin, and Portugese had enrollment decreases. Spanish continued to be the leading language in U.S. colleges and universities, accounting for 41% of the total. The report contains a main section and two appendices. The body of the report consists of an introduction, 6 summary tables, and 15 detailed tables all reporting the full survey of college and university enrollments. The detailed tables present data by state or region for the seven most commonly taught languages and for the other languages as a group, as well as detailed comparative figures from 1968, 1970, 1974, 1977, and 1980 surveys. The appendices include an institutional directory of language enrollments and a copy of the enrollment survey questionnaire. (Author/MSE)

ED 259 581 FL 015 145

Markkanen, Raija
Cross-Language Studies in Pragmatics. Jyvaskyla Cross-Language Studies No. 11.
Jyvaskyla Univ. (Finland). Dept. of English.

PUB DATE- 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Contrastive Linguistics; *English; *Finnish; Language Research; *Linguistic Theory; *Pragmatics

Four papers concerned with clarifying some pragmatic phenomena by comparing them in English and Finnish are presented. "Directives in English and Finnish" compares the conventionalized forms of expressing the directive speech act primarily from the viewpoint of their sentential form and content and their appropriateness in context. "English Parenthetical Clauses of the Type 'I Believe/You Know' and Their Finnish Equivalents" examines the difference between function and content in these clauses in the two languages. "'This', 'That', 'It' vs. 'Tama', 'Tuo', 'Se'" looks at the various uses of the demonstrative pronouns and their relationship in theory. "'Please' and 'Ole Hyva'" analyzes the issue of only partial functional correspondence of words and phrases that are often given as equivalents in language instruction. A bibliography is included. (MSE)

ED 259 596 HE 017 989

A Guide for Self-Study and Evaluation, 1984-85.

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

PUB DATE- 1 Sep 84
NOTE- 73p.; For related documents, see HE 017 990-991.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Ancillary School Services; College Administration; College Admission; College Faculty; College Planning; College Programs; College Role; *Evaluation Criteria; Governance; Guidelines; *Higher Education; *Institutional Evaluation; Reports; School Funds; School Organization; *Self Evaluation (Groups); Student Evaluation; Student Recruitment
IDENTIFIERS- Commission on Institutions of Higher Education; *North Central Association of Colleges and Schools

A guide to assist colleges undertaking self-studies to meet accreditation requirements is presented by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The guide may also be used by the Commission's consultant-evaluators. After outlining the purposes and principles underlying institutional self-study for accreditation, organizational steps are covered, including: initiating the self-study process, establishing the steering committee and self-study committees, and developing a self-study plan. Areas of concern include: statements of mission and purpose; human, financial, and physical resources; institutional governance; academic programs and alternative study modes; evaluating outcomes of the college's operations; and planning. Writing the report and parts of the report are discussed, and summaries of sample self-study materials available from the Commission are provided. The summaries identify the purpose of the evaluation for which the materials were prepared and the nature of the institution. Also considered are focused evaluations that do not require a comprehensive self-study report. The evaluative criteria of the Commission are identified, along with questions on which information needs to be collected. Resource publications are also briefly described. (SW)

ED 259 610 HE 018 307

Richardson, Richard C., Jr.
Understanding Literacy in a College Setting.
PUB DATE- 18 Mar 95
NOTE- 18p.; Paper presented at the National Conference of the American Association of Higher Education (Chicago, IL, March 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Access to Education; College Students; *Community Colleges; *Educationally Disadvantaged; Financial Problems; Higher Education; *High Risk Students; *Literacy; Reading Skills; Writing Skills

A three-year study on the impact of admitting underprepared community college students on academic standards is reviewed, along with implications for postsecondary education. In summarizing factors contributing to a reduced emphasis on critical literacy at the community college, attention was directed to changes in institutional characteristics caused by changes in both the external environment and administrative policies. The study found that: (1) administrators emphasized course enrollments because of an enrollment-driven funding formula; (2) developing new programs to serve a more diverse student body while funds were restricted resulted in strategies to conserve funds, including the increased use of part-time faculty; and (3) because faculty were confronted with great diversity in student preparation and student objectives, they tested students for low-level cognitive objectives with multiple choice examinations, without requiring students to acquire or practice critical literacy skills. The questions of whether other community colleges face similar problems and whether critical literacy has declined in four-year institutions are addressed. Also considered are literacy and access issues at the urban community college and public urban university. (SW)

ED 259 624 HE 018 505

Gardiner, John J.

Excellence in Research: Creative Organizational Responses at Berkeley, Harvard, MIT, and Stanford. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Environment; College Faculty; *Cooperative Programs; Higher Education; Institutional Characteristics; Interdisciplinary Approach; Interprofessional Relationship; *Organizational Change; Prestige; Private Colleges; *Productivity; *Research and Development Centers; *Researchers; School Business Relationship; Selective Colleges; State Universities
IDENTIFIERS- *ASHE Annual Meeting; Excellence; Harvard University MA; Massachusetts Institute of Technology; *Research Universities; Stanford University CA; University of California Berkeley

Research environments of four leading universities were studied: University of California at Berkeley (UC-Berkeley), Harvard University, Massachusetts Institute of Technology (MIT), and Stanford University. Attention was directed to organizational responses for encouraging collaboration in research at these leading universities, as well as to implications for encouraging excellence in research at other institutions that are striving for increased productivity and quality during hard times. Two independent organized research groups located at Stanford University, SRI International and the Center for Advanced Study in the Behavioral Sciences, helped promote research vitality at the university. At MIT, there is an emphasis on innovation and high levels of communication between disciplines, and a willingness to take risks in an uncertain environment. Internal organizational reforms at MIT include a new definition of faculty associated with organized research units. UC-Berkeley has experimented with a governance process to help reorder departmental boundaries in an academic area so that the reorganized units are less damaging to the development of new fields of study. Harvard has increased ties with industry and business, which provide opportunities to promote technological developments. (SW)

ED 259 652 HE 018 533

Affirmative Action.
Vermont State Dept. of Education, Montpelier.
PUB DATE- [illegible] Sep 84
NOTE- 13p
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Affirmative Action; Age Groups; Disabilities; Employment Practices; Females; Higher Education; Job Applicants; Males; Minority Groups; *Personnel Policy; *Personnel Selection; Professional Development; Program Descriptions; *Promotion (Occupational); Public Education; *Staff Development; *State Departments of Education
IDENTIFIERS- *Vermont

The Vermont Department of Education's Affirmative Action Program is outlined. In addition to listing laws and regulations relating to employment discrimination, affirmative action goals and activities are identified for personnel recruitment, advancement, and training and education. The program covers regular employees, exempt employees, temporary employees, and job applicants. Four modes for disseminating information about the program are noted, and the officials who have ultimate and working responsibility for affirmative action are identified. Overall goals for recruitment, advancement, and training/education are as follows: the Department will assure that the pool of candidates for each vacancy adequately reflects the makeup of Vermont's population; the Department is committed to the upward advancement of its employees to the degree consistent with effective program operations; and the Department will assure that every employee is afforded equal opportunity to receive further education and/or training to enhance their professional performance and potential. Appended are data on the Department of Education by minority status, sex, age, national origin, and handicap. In addition to the employee census data, statistics on the same categories for the State of Vermont are provided. (SW)

Ruff, Dan

Introducing Non-Faculty Flextime in Higher Education. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Practices; Feasibility Studies; *Flexible Working Hours; Higher Education; Institutional Research; Needs Assessment; *Personnel Policy; *School Personnel; Standards; *Technical Institutes
IDENTIFIERS- *AIR Forum; *Midlands Technical College SC; Noninstructional Staff

Results of a feasibility study of implementing flextime for nonacademic staff at Midlands Technical College are presented, along with implementation outcomes. Surveys were administered to staff and department heads, as well as to state agencies that had administered flextime. Findings include: (1) 95.6 percent of nonacademic staff favored a flextime policy; (2) 73.6 percent of nonacademic staff perceived the policy as convenient and workable, while 21.3 percent foresaw no impact, and 5.1 percent considered it inconvenient and not workable; (3) 80 percent of department heads favored and 20 percent opposed the flextime policy; (4) about half of state agencies used some form of flextime; and (5) no state agency saw flextime as ineffective. It was decided that core hours would be from 9 a.m. to 4 p.m., with telephone coverage from 8.00 a.m. to 4:30 p.m. The personnel office was assigned overall administration of the policy. During the pilot phase of flextime implementation, no problems were reported. A total of 54.7 percent of nonacademic staff maintained their regular work hours. In contrast to survey responses indicating that 45 percent preferred to work from 7:30 a.m. to 4:00, only 15 percent actually did so. The flextime policy did not allow banking of hours or variability of hours daily or weekly. Flextime guidelines are appended. (SW)

ED 259 720 IR 011 772

Nugent, Gwen; And Others
Instructional Development for Videotex: Flowcharts and Scripting. Report Number Three of the Electronic Text Report Series.
Nebraska Univ., Lincoln. Nebraska Educational Television Network.
SPONS. AGENCY- Electronic Text Consortium.
PUB DATE- 84
NOTE- 28p.; For related documents, see IR 011 729 and IR 011 773-775, IR 011 802-803, and ED 255 181. The program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Flow Charts; Higher Education; *Instructional Design; *Instructional Development; Programing; *Scripts; Teamwork; *Videotex
IDENTIFIERS- *Electronic Text; Interactive Systems

Designed to assist in the construction of flowcharts and scripts for videotex production, this document presents a detailed look at the instructional design and production of educational videotex. Included are: a flowchart of the videotex development process; hints for effective flowcharting and script development, including frame development; evaluation activities; the definition of computer symbols used within the flowchart; and the suggested structure of personnel teams involved in the project. Sample flowcharts illustrate interactive strategy, showing both forward and backward branching, and branching based on the value of a stored response. Specific suggestions for effective scripts include: non-dense frames, concise and tightly edited text, use of a three-column script form or a script format with grid (samples included). The interdependent relationship of flowchart to script is stressed as a crucial element in the development process. A summary and bibliography complete the report. (JB)

ED 259 789 JC 850 421

Jones, Steven W.
Suggestions for Improving Retention in the Classroom.
PUB DATE- Jun 85
NOTE- 8p.; Paper presented at the State University System of Florida Student Retention Workshop (Orlando, FL, June 26-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Community Colleges; Instructional Improvement; *School Holding Power; *Student Attrition; Teacher Role; Teacher Student Relationship; *Teaching Methods; Two Year Colleges

A number of classroom strategies are recommended for faculty members who are seeking ideas to help increase student success and reduce attrition in classes. After a discussion of the reasons for increasing concern with retention and attrition, ideas for use in the first few class sessions are presented, with suggestions related to setting a positive tone for the learning environment and clarifying policies and student responsibilities. Instructional tips for success are presented next, such as providing outlines of lecture notes, feedback, positive reinforcement, and study guides; arranging special tutoring sessions and study groups; and maintaining academic standards. Suggestions related to testing are provided next, including such tips as offering thorough explanation of grading procedures, giving early positive reinforcement, assigning mid-term grades, indicating how a student may improve, and discovering if a student is going to drop out so advisement can be offered. Finally, suggestions are listed, related to the use of external resources such as library orientation, team teaching, and visits by other faculty and counselors. (LAL)

ED 259 818 PS 014 695

Washington, Valora; And Others
The Changing Status of Women and Family Roles.
PUB DATE- May 83
NOTE- 48p.; Paper presented at the Conference on Changing Roles of Women in North Carolina (Raleigh, NC, May 9-10, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; *Family Role; Models; *One Parent Family; *Parent Responsibility; Policy Formation; *Public Policy; Social Change; Social History; Social Support Groups; Stress Variables
IDENTIFIERS- *Family Responsibility

The changing role of women in the family is discussed, and alternative policy options relevant to female-headed and dual-income families are identified. A model of family functions and an outline of the historical forces shaping family roles from preindustrial to present times are presented. The model indicates the typical allocation of nine family responsibilities to either husband or wife, displays current trends in allocation, and lists societal supports which supplement or supplant the responsibilities of the family. Areas of responsibility considered are health, protection, breadwinner, household, extra-family social, affective support, child nurturance, morality/standards, and child instruction. The shift in roles resulting from family crises involving handicapped and chronically ill children, unemployment, divorce, and absent fathers, is also discussed. Further discussion explores the influence of public policy on the family and the surrogate role of society in aiding the family. Concluding that child care is perhaps the weakest link in the model, the paper evaluates six alternative child care policy options for aid to dual-worker or single-parent families (public day care centers for all children, child care programs for poor and handicapped, child care vouchers to low income parents, negative income tax, industry supported child care, and tax credit) by five criteria: cost, vertical equity, political feasibility, preference satisfaction, and effectiveness. (RH)

ED 259 847 RC 015 195

Schultz, James Willard; Reyhner, James Willard, Ed.
The Loud Mouthed Gun.
Heart Butte School District #1, MT.; Montana Council for Indian Education, Billings.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 32p.; For related document, see ED 249 016. As told by Red Eagle to James Willard Schultz. Illustrated by Shawn Running Crane and Rusty Tatsey. Illustration may not reproduce clearly.
GRANT- G008103248
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Education; *American Indian History; *American Indian Literature; American Indians; *Childrens Literature; *Cultural Activities; Elementary Education; *Supplementary Reading Materials; Tribes
IDENTIFIERS- *Blackfeet (Tribe); Firearms

Written for children, this story is one in a series about the history of the Blackfeet from the precontact period to the mid-nineteenth century. The story begins when the tribe first encounters gunfire in a battle with the Plains Cree, then their neighbors to the east. A Blackfeet warrior is killed and the others return home to tell the chiefs and medicine men about the powerful thunder medicine of the Crees. The Blackfeet determine to capture this weapon and are successful, but many winters pass and they cannot make it work. Finally, Chief Na-mak-an, proposes that they make peace with the Crees and, in return, learn to use their thunder medicine. The Blackfeet not only learn to load and fire their weapon but are given more guns by the Crees, who get them from white men on the Assiniboine River, trading 50 beaver skins for each gun. With the great medicine of the loud mouthed gun the Blackfeet drive the Crow south to the Yellowstone, raid many tribes, and gain and hold a vast country even after all their enemies are equally well armed. (JHZ)

ED 259 861 RC 015 376

Moore, Susan; And Others
Unravelling the Patchwork: Procedures Manual for Rural Montana Schools.
Western Montana Coll., Dillon. Montana Rural Education Center.
PUB DATE- 84
NOTE- 172p.; Based on Guide for Montana School Libraries, 1969.
AVAILABLE FROM- Western Montana College, Education Office, Dillon MT 59725 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Librarians; *Library Administration; Library Collection Development; Library Materials; *Library Material Selection; Library Services; *Library Standards; Nonprint Media; Reading Material Selection; Reference Materials; *Rural Schools; *School Libraries; Small Schools
IDENTIFIERS- *Montana

Designed to assist rural Montana schools in establishing and maintaining library-media centers, this procedures manual presents basic and specific information on all phases of operating a small school library. The first three chapters set forth the major responsibilities of the school librarian, Montana standards for school library personnel, and guidelines for adequate library quarters. Chapters 4 and 5 cover standards for selection of print and nonprint materials including specific points to cover in writing a comprehensive materials selection policy. Suggestions for balancing the school library collection are followed by criteria and recommendations for selecting reference books, periodicals, maps and globes, and audiovisual materials. Chapters 6-8 outline steps for ordering materials, processing, shelving, classifying, and cataloging. Addresses are listed for book jobbers, subscription agencies, and suppliers of printed catalog cards and audiovisual materials. Chapters 9-12 explain procedures for weeding and discarding, repairing materials, inventory, and circulation. The final chapter discusses the many microcomputer applications in the small library and provides criteria for evaluating software. Appendices include a bibliography of library and media materials, sources for free and inexpensive materials, lists of Caldecott and Newberry medal winners, and recommended books for grades 1-12. (JHZ)

Meyen, Ed
Qualitative Research.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Measurement Techniques; Research Design; *Research Methodology
IDENTIFIERS- *Naturalistic Research; *Qualitative Research

In this paper the role of qualitative research in special education is examined. The implications of an earlier naturalistic study are cited, an important one being the tendency in the literature to oversimplify the naturalistic paradigm; and the case is made that implementing such a paradigm is a "labor intensive" approach to research in which no short cuts are possible. The experience of the creators of the earlier study shows the importance of an "emergent design principle" by which the research expands to include a larger field of interest as needed. Stringent requirements for creating an audit trail and for translating field notes immediately are described. It is concluded that the naturalistic inquiry method may be best suited for situations in which a person wants to understand what is occurring in complex human systems and is willing to expend great time and effort. (CL)

ED 259 501 EC 180 237

Haring, Thomas G.; And Others

Facilitating Pragmatic Aspects of Social Language Use with Moderately and Severely Handicapped Children.

Alameda Unified School District, Calif.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 46p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).
GRANT- G008104154
AVAILABLE FROM- Thomas Haring, Department of Special Education, University of California-Santa Barbara, Santa Barbara, CA 93106.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Generalization; *Interpersonal Competence; *Severe Disabilities

The study was designed to increase the range of conversational topics and the appropriateness of topics discussed by three students (9-14 years old) with severe or moderate handicaps. The participants were trained to initiate social conversations and expand upon the social conversations of others within a training context that closely simulated the natural settings of dining in an elementary school lunchroom or working at a cafeteria job. The training procedure consisted of prompts to initiate new topics of conversation, models of situationally appropriate topics and models of expansions. The correct initiation of novel conversations or appropriate and novel expansions was followed by an enthusiastic discussion of the topic by the trainer. Generalization probes were taken in the natural context with the use of microtape recorders to record the conversational behaviors of handicapped students with their nonhandicapped-peers. The results indicated that the students increased their ability to initiate novel and appropriate conversations in the training and generalization settings. (Author/CL)

ED 259 666 HE 018 547

White, Gregory P.

An Annotated and Indexed Bibliography of Management Science Applications to Academic Administration.

SPONS. AGENCY- Southern Illinois Univ., Carbondale.

PUB DATE- 85

NOTE- 57p.

AVAILABLE FROM- Gregory P. White, Southern Illinois University at Carbondale, Department of Management, Carbondale, IL 62901. Copy of the bibliography available on diskette in dBASEIII format ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- Annotated Bibliographies; *Classification; *College Administration; College Admission; College Planning; College Programs; Departments; *Educational Finance; Evaluation Methods; Federal Government; Higher Education; Institutional Research; *Management Information Systems; *Models; Prediction; Program Evaluation; *Research Methodology; Resource Allocation; Simulation; State Government

IDENTIFIERS- Decision Support Systems; *Management Science; Mathematical Programming; Optimization; Stochastic Analysis

A bibliography that classifies and describes applications of management science methodology/philosophy to higher education administration is presented. Readily available materials and journal articles published mainly since 1972 are briefly described and coded using a taxonomy with five major dimensions: administrative level at which the methodology is applied; purpose of the model; program within a college; the technique used; and resources involved. An indication of whether the model was implemented is provided for each citation. Administrative level covers: federal and state governments, multicampus system, and campus. Purposes of the model are classified as: planning, budgeting, scheduling, resource allocation, obtaining resources, report generation, and evaluation. Program classifications include: general academic instruction; vocational/technical instruction; admissions, registration, records; departmental administration; executive management; and financial management. Technique categories include: mathematical programming, networks, simulation, multicriteria and classical optimization, stochastic processes, forecasting, decision support systems, and social science statistics. Resource categories include students, faculty, and financial. An index based on the taxonomy is included. (SW)

IFLA General Conference, 1984. Round Table on Ethnic and Linguistic Minorities. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 50p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Developing Nations; *Information Needs; Information Science; Information Services; International Organizations; Library Associations; *Library Services; *Minority Groups; Program Descriptions; Rural Areas; *Rural Population
IDENTIFIERS- New Guinea; United States

This document comprises two papers presented at a Round Table on Ethnic and Linguistic Minorities at the 1984 general conference of IFLA. In "Library and Information Services for Cultural Minorities: A Commentary and Analysis of a Report to the National Commission on Libraries and Information Science," E. J. Josey (United States) describes the commission, defines "ethnicity," describes the ethnic situation in the United States, and outlines the activities and findings of the Task Force on Library and Information Services to Cultural Minorities which was established in 1980. "Information Needs of Two Papuan Village Communities (Kapari and Viriolo) and Rural Development: A Study Report" by Deveni Temu (New Guinea), describes the social organization, economic activities, and community services of the two villages and reports the findings of a survey which involved face-to-face interviews and discussions with several government officers as well as 56 villagers in Kapari and 25 in Viriolo. Discussions were also conducted with leaders of sporting clubs, formal groups, and selected individuals. Survey findings cover government and village perceptions of information needs, government and village modes of information delivery, and possible solutions to identified problems. (THC)

ED 259 804 JC 850 439

Groff, Warren H.
Institutional Advancement and the Role of the Resource Development Office. Resource Paper No. 32.
National Council for Resource Development, Washington, D.C.
PUB DATE- Jun 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; *College Planning; College Role; Fund Raising; Futures (of Society); Higher Education; *Institutional Advancement; Postsecondary Education; *Technological Advancement

The industrial nations of the world are in the turbulent times of a structural shift from an industrial society to a technical society based on the exchange of ideas, information, and knowledge. Such a transition calls for postsecondary education to understand the values and expectations of the individuals and the character of the institutions and organizations that comprise the society. During the 1970's, a new approach for planning and managing educational institutions and systems began to evolve based upon: (1) a comprehensive assessment of the external environment of the institution's service area; (2) a critical audit of an institution's internal environment; (3) the development of visions and alternative scenarios based on the environmental assessments; (4) the selection of strategic options and tactical alternatives; and (5) the specification and management of strategy. Using this approach, a coherent and comprehensive plan can be developed for the institution as a whole and all major units. Within this plan, the resource development office can become an effective broker to private and public support; and can assist in the development of the critical mass of intellectual capital necessary to help institutions become community renewal mechanisms in a technical society based on information. (AYC)

ED 259 876 RC 015 425

Dixon, Joan; And Others
O'otham Nioki Haichu A:ga (Pima Dictionary).
Sacaton School District 18, Ariz.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 68p.; For related document, see RC 015 426.
GRANT- G008104765
LANGUAGE- English; Pima
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Alphabets; *American Indian Languages; *American Indian Literature; American Indians; Bilingual Instructional Materials; *Childrens Literature; Cultural Activities; Elementary Education; Illustrations; *Native Language Instruction; Picture Books; *Supplementary Reading Materials
IDENTIFIERS- Gila River Reservation AZ; *Pima; Pima (Tribe)

Developed for students in grades 3-5, this picture dictionary is one in a series designed to instill pride in Pima students by presenting their language in print and to increase their vocabularies in both Pima and English. The dictionary begins with a comparison of English and Pima orthographies and an explanation of sounds and pronunciation symbols used in Pima and not in English. Following the introduction, each set of facing pages shows an upper and lower case letter, four Pima words beginning with the letter, an illustration for each word, and a short sentence--written in Pima--containing the word. Illustrations depict familiar objects and actions with many references to Pima culture and the southwest desert environment. The appendix, also illustrated, explains (in English) the function of pronunciation symbols used with Pima vowels, gives examples for pronouncing five vowel digraphs in Pima orthography, and provides charts for naming (in Pima and English) parts of the body and face. (JHZ)

ED 259 518 EC 180 254

Clarke, S. C. T.; Nyberg, V. R.
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part I: Elementary School Grades.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Dec 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Catholic Schools; Elementary Education; Foreign Countries; *Gifted; *Program Evaluation; *Talent; *Talent Identification
IDENTIFIERS- *Alberta (Edmonton)

The report presents findings from a study of gifted programs in six elementary schools in Edmonton, Alberta, Canada. In each school, the principal, vice principal, school counselor and many teachers were interviewed. A questionnaire was developed and administered to examine degree of agreement with views ordinarily expressed by experts in gifted education. The two statements for which there was the highest degree of consensus were: (1) for gifted programs to be successful there must be adequate curricular resources and professionals' time; and (2) insofar as possible, gifted pupils should remain in their regular classrooms. The least consensus was found for the existence of a structured gifted program or curriculum in respondents' schools and for requiring that gifted pupils do all of the regular classroom work in addition to the special programs. Evaluation findings center on program goals and objectives; selection procedures; nature of provisions for the gifted; products; satifaction expressed by teachers, students, and parents; and program continuity. Appended are a review of evaluation models and a proposal for increasing service to gifted and talented students in the school district. (CL)

ED 259 566 FL 015 128

Florez-Tighe, Viola
Supervision in Special Language Programs.

PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the annual spring meeting of the National Council of Teachers of English (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Curriculum Development; *English (Second Language); Faculty Development; Instructional Improvement; Limited English Speaking; *Program Administration; *Second Language Programs; *Supervisory Training; *Teacher Supervision

Too little emphasis is placed on instructional supervision in special language programs for limited-English-proficient students. Such supervision can provide a mechanism to promote the growth of instructional staff, improve the instructional program, and lead to curriculum development. Many supervisors are undertrained and unable to provide leadership and supervisory support. Clear and specific competencies, roles, and responsibilities for direct in-class supervision of bilingual or English-as-a-second-language teachers are needed. Among the needed competencies are: sensitivity for diverse linguistic and cultural classroom settings; general knowledge of program development, planning, and evaluation; knowledge of the subject matter necessary for implementation of instructional methods; skill in designing and implementing instructional strategies tc help students develop proficiency in the four language skills (listening, speaking, reading, and writing); skill in dual language development and assessment; leadership in the program evaluation process; ability to develop a well-organized inservice education program; ability to assist in diagnosing student needs, interpreting assessment instruments, and using results for identification and placement; engaging administrators and program staff to solve problems; skill in materials and equipment evaluation and selection; interaction with individual teachers concerning specific instructional issues; and the ability to promote positive community relations. (MSE)

ED 259 582 FL 015 146

Geis, Michael L., Ed.
Studies in Generalized Phrase Structure Grammar. Working Papers in Linguistics #31.
Ohio State Univ., Columbus. Dept. of Linguistics.
REPORT NO.- OSU-WPL-31
PUB DATE- Jul 85
NOTE- 199p.; The paper by Hinrichs was presented at the Annual Meeting of the Linguistic Society of America (1983).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conference Papers; English; German; Language Research; *Linguistic Theory; Masters Theses; *Phrase Structure; *Structural Grammar; *Syntax

A group of syntactic studies, primarily concerning English and German, within the framework of generalized phrase structure grammar include: "English Adverb Placement in Generalized Phrase Structure Grammar" (Belinda L. Brodie), concerning the placement of modal, evaluative, temporal, and verb phrase adverbs; "Syntactic Conditions on Two Types of English Cliticization in Generalized Phrase Structure Grammar" (Annette S. Bissantz), on auxiliary reduction and complementizer contraction; "A New Approach to Feature Instantiation in Generalized Phrase Structure Grammar" (Erhard W. Hinrichs), concerning the interaction of feature instantiation principles and linear precedence statements in several European languages; "The Syntax of Conditional Sentences" (Michael L. Geis), presenting the syntactic side of general theory of syntax of English conditionals; and "German Adjective Agreement in Generalized Phrase Structure Grammar" (Arnold M. Zwicky), arguing that such agreement should be treated as a government phenomenon. (MSE)

ED 259 693 IR 011 724

Visual Aids Tracing Manual. Ideas and Step-By-Step Instructions for the Making of Hand-Drawn Filmstrips, Posters, and Flipcharts from Inexpensive Materials.

World Neighbors, Inc., Oklahoma City, Okla.

PUB DATE- 78
NOTE- 30p.; Reprinted by Peace Corps/Information Collection & Exchange with permission. Photographs may not reproduce.
AVAILABLE FROM- World Neighbors, 5116 N. Portland Avenue, Oklahoma City, OK 73112 ($2.00 per copy; $1.50 for orders of 2 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; *Developing Nations; Family Planning; *Filmstrips; Health Education; Hygiene; *Instructional Materials; *Material Development; *Production Techniques; Public Health
IDENTIFIERS- Line Drawings; *Tracing

Designed to assist fieldworkers in constructing their own visual materials, this guide provides practical assistance for filmstrip production. The first of four sections presents step-by-step instructions for producing a polyvinyl filmstrip, including detailed directions for filmstrip construction, choice of materials, and hints for successful projection. A short filmstrip on the health hazards of dirty hands is provided in the second section, and the third contains a somewhat longer sample filmstrip on the importance of family planning. Scripts accompany both filmstrips, and the visuals for the first filmstrip can be traced directly. Full size illustrations for the second filmstrip must be located in the final section of this guide, which contains 160 pictures on family planning, public health, and food production that can be traced directly for filmstrips. (JB)

ED 259 707 IR 011 739

Learning Technologies and Telecommunications in New York State: Action Recommendations.

New York State Education Dept., Albany. Center for Learning Technologies.

PUB DATE- 24 May 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Facilities Improvement; *Educational Objectives; *Educational Quality; *Educational Technology; Equal Education; *Instructional Improvement; Instructional Materials; Professional Development; *Statewide Planning; Teacher Education; *Telecommunications
IDENTIFIERS- *Excellence in Education; New York

The Learning Technologies and Telecommunications Action Recommendations proposed in this document for New York State are related to three major goals for cultural and educational institutions: (1) excellence--interactive learning technologies and telecommunications should be used to achieve quality within the New York educational system and applications should reflect the highest standards; (2) equity--technological resources, including the information conveyed by those technologies, must be available to all on an equitable, nondiscriminatory, and nonstereotyped basis; and (3) efficiency--use of technologies should be employed to achieve better use of educational resources and enhanced professional effectiveness. Barriers to the use of technology are listed, such as institutional concerns, inadequate staff development, lack of adequate software, and skepticism about long range results. A statement of the commitment of the New York State Education Department includes 15 action recommendations for using and fostering use of learning and telecommunications technologies. Also stated are the specific responsibilities of the Office of Elementary, Secondary and Continuing Education, the Office of Higher and Professional Education, the Office of Cultural Education, and the Office of Vocations Rehabilitation in promoting the development of technology in their respective areas. (JB)

ED 259 721　　　　　　IR 011 773

Rubin, Philip A.
A Primer on Electronic Text Technology for College Administrators. Report Number Four of the Electronic Text Report Series.
Rubin, Bednarek and Associates, Inc., Washington, DC.
SPONS. AGENCY- Electronic Text Consortium.
PUB DATE- 84
NOTE- 33p.; For related documents, see IR 011 729, IR 011 772-775, IR 011 802-803, and ED 255 181. The program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computers; *Databases; Distance Education; Electronic Equipment; Higher Education; Home Programs; *Information Dissemination; Information Networks; Information Services; *Program Development; *Telecommunications; *Television; *Videotex
IDENTIFIERS- Electronic Mail; *Electronic Text

Intended as an introductory level treatment for readers with little technical background, this primer focuses on the technology of electronic text, its current utilization, and potential use. Included are explanations of the terms associated with electronic text, an exploration of the use of television in providing videotex services, a call for standardization of computer coding schemes and protocol (the particular order in which data are sent), sample electronic text screen displays, and definitions and explanations of databases, videotex services, and teletext. This document also provides sample flowcharts of how videotex and teletext might work, and reviews some technology and system issues that a college administration must address in developing a plan for the utilization of electronic text. These include an assessment of college broadcast, storage, and equipment resources, and decisions as to where centers of text creation will be located. The concluding section challenges the reader to respond to the possibilities and existing potential in the use of electronic text. (JB)

ED 259 747 IR 051 192

IBE Activities in the Field of Educational Documentation and Information: Its Present Situation and Future Development.

International Bureau of Education, Geneva (Switzerland).

REPORT NO.- UNESCO/BIE/DOCINF/3

PUB DATE- Apr 85

NOTE- 15p.; Paper presented at the Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985). For related documents, see IR 051 190-196.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developed Nations; Developing Nations; *Information Networks; *Information Systems; *International Organizations; *International Programs; *Policy; *Program Implementation

IDENTIFIERS- Educational Information; *International Network Educational Information

This working paper briefly reviews the history of the information activities of the International Bureau of Education (IBE) from its first consultative meeting in 1971 to the adoption in 1977 of Recommendation 71, which calls for the development of a worldwide information network in education based on the active participation of regional and national institutions and programs. A brief description is given of the first phase of the development of the International Network for Educational Information (INED), which included the identification of 86 national institutions willing to cooperate in network activities, and a query of those institutions to determine how they envisage the future of the network, their needs in relation to educational information, and how they see the development of their participation in INED activities. The remainder of the paper reports on documentation resources, including databases built by IBE; Documentation Centre personnel and material resources; standardization; and IBE information services and their users. A discussion of past experience as it relates to the guidelines established by Recommendation 71 and some questions for participants designed to obtain direction for future implementation of the project conclude the report. (BBM)

Education for Librarianship on the Grassroots Level. Part 2. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 82p.; Papers presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar (Nairobi, Kenya, August 13-18, 1984). For part 1, see IR 051 153. Document contains light, broken type.
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Developing Nations; Faculty; Higher Education; Information Services; International Organizations; Library Associations; *Library Education; *Library Personnel; Library Services; Library Technical Processes; Professional Continuing Education; *Professional Training; Seminars
IDENTIFIERS- *Africa

Papers on education for librarianship which were presented at a seminar preceding the general conference of IFLA included the following: (1) "Necessite des Services--Quel Niveau de Competences et de Qualifications et Quelles Structures Administratives Sont Necessaires pour Faire Fonctionner les Services?" (Library Service Requirements--What Level of Competencies and Qualifications Are Necessary for the Functioning of Library Services?) (Fatogoma Diakite, Mali); (2) "Quelle Formation et Quels Bibliothecaires pour l'Afrique?" (What Training and What Librarians for Africa?) (Th. Ndiaye, Senegal); (3) "La Lecture Fonctionnelle et la Possibilite d'Information Fonctionnelle" (Functional Reading and the Possibility of Functional Information) (Cyriaque Ntirushwa, Rwanda); (4) "Cours Pratique et Cours de Recyclage" (Practical Courses and Continuing Education) (Bruno Wambi, Republic of Congo); (5) "Les Enseignants: Qualites Requises pour Repondre aux Besoins en Enseignement et en Personnel" (Professional Competencies and Personal Qualities Needed by Teachers) (Antoinette F. Correa, Senegal); (6) "Personnel Necessaire pour Assurer les Services et Identifier les Besoins" (Personnel Necessary to Provide Services and Identify Needs) (M. Aithnard, Togo); and (7) "Expose des Problemes Sociaux, Culturels, Politiques et de Developpement en General Propres aux Pays Africains" (Report on Social, Cultural, Political, and General Development Problems in African Countries) (Raphael Ndiaye, Senegal). (BBM)

ED 259 775 JC 850 407

Miami-Dade Community College 1984 Institutional Self-Study. Volume VII: Mitchell Wolfson New World Center Campus Study (Evaluation of the Center for Business and Industry).

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85

NOTE- 65p.; For other volumes, see JC 850 401-408.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Colleges; *Cooperative Programs; *Job Training; *Participant Satisfaction; Program Costs; Program Evaluation; *School Business Relationship; *Self Evaluation (Groups); Two Year Colleges

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of the Center for Business and Industry (CBI) at MDCC's Wolfson Campus. Introductory material outlines the history of the CBI, an educational partnership between the college and local commercial, professional, and service organizations, and highlights evaluation issues related to the establishment and implementation of the Center, the effectiveness of its services, its impact on the campus, and plans for future development. The next sections describe the research design, which involved interviews and surveys to determine the perceptions of faculty, staff, administrators, and program participants; evaluation results and conclusions; and recommendations and implementation plans. Finally, a report summary highlights the following study findings: (1) the program was initially conceived and implemented in response to input from area businesses; (2) in general, all groups felt that the CBI program was being successfully implemented and was addressing a significant community need; (3) 1,123 participants were involved in 43 different CBI training activities during the first year of operation; and (4) the program was responsible for a $34,000 profit when first year costs and revenues were compared. (HB)

ED 259 833 PS 015 149

Rawlings, Steve W.; And Others
Household and Family Characteristics: March 1984.
Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Apr 85
NOTE- 244p.; For 1981 report, see ED 224 595.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-001-90797-6, $8.50)
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; *Demography; Ethnic Groups; *Family (Sociological Unit); *Family Characteristics; *Family Size; *Family Structure; National Surveys; Racial Distribution

This report summarizes some recent changes in the characteristics of households and families, presenting detailed data from the March 1984 Current Population Survey. Highlights of the topics discussed include the following: (1) Married-couple families with children under 18 constituted about 29 percent of all households in 1984, slightly below the corresponding proportion for 1980 but substantially less than the 1970 level of 40 percent; (2) One-parent family situations accounted for 26 percent of all "family groups" with children under 18 in 1984, as compared with 22 percent in 1980 and 13 percent in 1970; (3) The proportion of black family households maintained by women alone in 1984 was more than three times the proportion among whites; (4) The average number of persons per household reached a new low of 2.71 in 1984, down from 3.14 in 1970 and 2.76 in 1980. Data presented in the seven tables in the text and in 25 additional tables were based on surveys and not a complete census and are therefore subject to sampling variability. Appendices provide definitions and explanations of terms and a discussion of sampling variability. (RH)

ED 259 485 EC 180 221

Hebbeler, Kathleen M.
Approach of the Preschool Evaluation Project to Measuring the Effectiveness of Early Intervention.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Evaluation Methods; Preschool Education; Program Effectiveness; *Program Evaluation

The paper presents an evaluation design for measuring the effectiveness of special education programs for handicapped preschoolers. Reasons for not selecting traditional evaluation designs are noted, and the use of a "change-index" is supported instead. A value-added analysis was selected to determine the value added by the program beyond that which would have been expected (due to maturation) without the program. Factors such as sex, race/ethnic group, handicapping condition, and family income were also taken into account. Analyses of child characteristics and program characteristics (center or home-based, occupational, speech, and physical therapy, and attendance) are underway and will be completed using multiple regression techniques. An appended chart lists steps in the value-added analysis. (CL)

ED 259 533 EC 180 269

Bushfield, Martee; Jurgens, Gene
Technical Assistance Project for Trainable Mentally Handicapped.
West Central Educational Cooperative Service Unit, Fergus Falls, MN.
PUB DATE- 24 Jun 83
NOTE- 86p.; Some appended materials may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Information Dissemination; *Severe Disabilities; *State Programs; *Technical Assistance
IDENTIFIERS- Minnesota

The report describes a technical assistance (TA) project in Minnesota designed to provide an information exchange system for educator and support personnel serving students with severe handicaps. Professionals (N=142) serving severely handicapped students responded to a survey form. Analyses of the surveys resulted in 132 individuals keynoted as technical assistants in 50 curriculum areas. Twenty-seven diskettes listing TA providers were then distributed to teachers and administrators in three regions. Information is briefly reviewed on the funding mechanism for TA, with an example cited in which a speech therapist requsts TA from another speech therapist. Extensive appendixes include forms and examples of correspondence. (CL)

Exchanges...Assessing Their Value: A Summary of the Annual Conference of the Society for Educational Visits and Exchanges in Canada = La valeur des echanges...Une appreciation concrete: un recueil du Congres annuel 1983 de la Societe educative de visites et d'echanges au Canada.

Society for Educational Visits and Exchanges in Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-9691217-1-7
PUB DATE- Mar 84
NOTE- 68p.; Papers presented at the annual meeting of the Society for Educational Visits and Exchanges in Canada (Quebec City, Quebec,October 1983).
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biculturalism; Cultural Interrelationships; Elementary Secondary Education; Ethnicity; Foreign Countries; Intercultural Communication; *Intercultural Programs; Intergroup Education; *International Educational Exchange; Professional Associations; Program Administration; *Program Effectiveness; *Second Language Instruction; *Student Exchange Programs; *Teacher Exchange Programs
IDENTIFIERS- *Canada

The proceedings of the 1983 annual meeting on student and teacher exchanges programs include these papers: "Exchanges...How They Contribute to National Unity and National Identity" (Huguette Labelle); "Exchanges...Bridging the Gap" (Gildas Molgat); "Exchanges...And Canada's Bicultural Aspect" (Dennis Dawson); "Domestic and International Student Exchanges...Programs and Problems" (W. E. Patrick Fleck); "Exchanges...We Must Not Forget Their Importance" (John Parisella); "Exchanges...Assessing Their Value" (Pierre Parent); "Visits and Exchanges...And the New View of the Second Language Curriculum" (H. H. Stern); "The Effects of Interlinguistic and Bicultural Exchange Activities on Second Language Learning through Traditional Instruction" (Denise Lussier-Chasles); "Intercultural Exchanges in a School Setting...Attitudes, Motivation, and Cultural Identity" (Josianne F. Hamers, Denise Deshaies); and "The Impact of an Intercultural Homestay on Youth" (Neal Grove). (MSE)

ED 259 611 HE 018 308

O'Connell, Brian

Citizenship and Community Service: Are They a Concern and Responsibility of Higher Education?

PUB DATE- 17 Mar 85

NOTE- 16p.; Paper presented at the National Conference of the American Association of Higher Education (Chicago, IL, March 17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; *College Role; Compliance (Legal); Federal Regulation; Government Role; Higher Education; Institutional Autonomy; Legal Responsibility; *Public Policy; Social Responsibility; Tax Deductions; Voluntary Agencies; *Volunteers

IDENTIFIERS- *Public Service

The importance of citizenship, community service, and voluntary organizations to a democratic society is considered, along with evidence that citizen service and influence could diminish in the future. Five roles for higher education in the development of active citizenship and personal community service are also indicated. Problems in relationships with government that result in less independence for voluntary organizations include: dependence on government funding and governmental controls over voluntary institutions; challenges to tax deductions, the consequences when contributions are considered a "tax expenditure," debate about relative roles of governmental and voluntary institutions; challenges to earned income, challenges to advocacy efforts, state laws and local ordinances governing public participation, changes in the definition of public charities and what they can do, and challenges to the property tax exemption. In colleges, matters of citizenship and community service are important topics for teaching and research. Career development for public service, such as public health and teaching, is an important role of colleges, which also can train older students who are volunteer or staff leaders of nonprofit groups. (SW).

ED 259 639 HE 018 520

Hughes, Julie A.; Graham, Steve

Life Roles: A Multifaceted Approach to Adult Development. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Development; Adult Students; *Developmental Stages; Higher Education; *Individual Differences; Interpersonal Relationship; *Role Perception; *Role Theory; Self Concept; Theories

IDENTIFIERS- *ASHE Annual Meeting

A conceptual framework for adult development is proposed, based on a synthesis of the literature on role theory and various age-related adult developmental theories. It is proposed that adult development may not be as linear, uniform, and age-related as has been suggested. An individual adult could be in varying developmental stages across the life roles. The four life roles can be described as relationship with self, relationship with work, relationship with others, and relationship with family. A life role is partially defined by the societal expectations of appropriate role behaviors. Specific behaviors and tasks can be identified as characteristics of each stage of the cycle of each life role. The developmental stages of a life role cycle are initiation, adaptation, reassessment, and reconciliation. Any individual adult redefines the life role by modifying self-perceptions and expectations for appropriate role behavior. It is concluded that a conceptual framework that acknowledges the complexity and diversity of adult life while at the same time offering a systematic method for assessment would assist educators and student service providers in designing and planning programs, instruction, and curricula to meet the needs of adult learners as well as those of the institution. (SW)

ED 259 653 HE 018 534

Colvard, Dean W.

Mixed Emotions as Racial Barriers Fell: A University President Remembers.

REPORT NO.- ISBN-0-8134-2496-8
PUB DATE- 85
NOTE- 202p.
AVAILABLE FROM- The Interstate Printers & Publishers, Inc., 19-27 North Jackson Street, Danville, IL 61832-0594 ($7.95 each, quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Role; Athletics; *Black Students; Civil Rights Legislation; College Admission; *College Desegregation; *College Presidents; Compliance (Legal); *Educational History; Government School Relationship; Higher Education; Racial Attitudes; *Racial Discrimination; *State Universities
IDENTIFIERS- Civil Rights Act 1964; Mississippi; *Mississippi State University; Public Colleges

An account about living in one of the last states to integrate public universities to include blacks is provided by former Mississippi State University (MSU) president (1960-1966), Dean W. Colvard. He recounts his initial reactions to the invitation to become MSU president in the face of predictable racial problems, and his reception as an outsider. Events affecting MSU and the state as a whole are described, including the admission of the first black student (James Meredith) to a Mississippi public institution, the governor's defiance of court orders and communications with federal leaders, riots at the University of Mississippi, and the threat of disaccreditation of all public institutions. Additional topics include: maneuvers by some state leaders and trustees to try to prevent a basketball team from participating in the national championship playoff because of the likelihood that it would compete with integrated teams; widespread racial disturbances that occurred as public institutions, including those not related to higher education, were forced to comply with the Civil Rights Act of 1964; steps taken to prepare the university and community for integration; and the admission of the first black student to MSU. An epilogue considers progress that has been made in the past 20 years. Documents mentioned in the book--such as court injunctions, board of trustee meeting minutes, and Governor Barnett's address-- are appended. (SW)

ED 259 790 JC 850 422

Preparing for Further Introduction of Computing Technology in Vancouver Community College Instruction. Report of the Instructional Computing Committee.

Vancouver Community Coll., British Columbia.

PUB DATE- Nov 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Computers; *Educational Technology; Foreign Countries; Two Year Colleges
IDENTIFIERS- British Columbia (Vancouver)

After examining the impact of changing technology on postsecondary instruction and on the tools needed for instruction, this report analyzes the status and offers recommendations concerning the future of instructional computing at Vancouver Community College (VCC) in British Columbia. Section I focuses on the use of computers in community college instruction, looking at changes in occupational instruction, the background of these changes, the impact and use of computers in colleges, and the instructional use of computers. The current status of instructional computing at VCC is addressed in section II, while section III offers observations concerning the provision of computer-related training, computer applications training, computer literacy training, computer-assisted learning, and courses on the computer as a tool. Finally, a series of recommendations are presented for the further introduction of instructional computing at VCC, covering areas such as instructional objectives and computing; curriculum development and delivery; planning for instructional computing development; accessibility, security and communications; organization in support of instructional computing; and equipping, maintaining and financing instructional computing. Inventories of computing requirements and an instructional computing survey instrument are appended. (LAL)

ED 259 819 PS 014 696

Howze, Dorothy C.; And Others
Maternal and Child Health Issues and Female Labor Force Participation.
PUB DATE- Apr 83
NOTE- 36p.; Paper presented at the Conference on Changing Roles of Women in North Carolina (Raleigh, NC, May 9-10, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicable Diseases; Day Care Centers; *Employed Women; Health Conditions; *Health Insurance; *Nutrition; *Occupational Safety and Health; Prenatal Influences; *Public Policy
IDENTIFIERS- *North Carolina

Reviewing health related "costs" of female labor force participation, this paper examines four highly salient maternal and child health issues. Discussion of acute illness in day care settings begins with an overview of studies on day care and illness and focuses on hepatitis A, appropriate sanitation, and indications of research on respiratory conditions. Policy recommendations for implementation at state, community, and center levels are offered. Subsequent discussion describes ways a woman's entry into the labor force can affect her family's nutrition and recommends that nutritional supports should be available to women working at home or in the labor force. Discussion of health insurance for mothers focuses on national and South Atlantic regional data indicating type of health insurance coverage for and number of plans held by mothers of varying marital and employment status. Recommendations illustrate two different approaches to providing better health insurance for mothers. Further discussion, concerning occupational health and the female labor force, begins with an overview and specifies two major issues confronting North Carolina policymakers. Recommendations considered proactive and maximally protective are offered. Additional analysis and discussion focuses on the protection of the working woman against occupational assaults on her health, reproductive system, and fetus. To select a policy that effectively addresses this problem, the concluding discussion rates five policy options across nine criteria. Examples of hazardous conditions in 13 predominantly female jobs are provided. (RH)

ED 259 848 RC 015 196

Rodolph, Stormy
Quest for Courage. Indian Culture Series EH-92.
Heart Butte School District #1, MT.; Montana Council for Indian Education, Billings.
REPORT NO.- ISBN-0-89992-092-6
PUB DATE- 84
NOTE- 106p.; For related document, see ED 249 016. Illustrated by Ruth Lucero. Illustrations may not reproduce clearly.
AVAILABLE FROM- Council for Indian Education, Box 31215, 517 Rimrock Rd., Billings, MT 59107 ($8.95 ea).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Education; *American Indian Literature; American Indians; *Childrens Literature; Cultural Activities; Elementary Secondary Education; *Supplementary Reading Materials; Tribes; Youth
IDENTIFIERS- *Blackfeet (Tribe)

One in a series of stories of the Blackfeet Indians, this short novel is set in the late 1800's when the life of the Blackfeet centered around horses and buffalo, and they were one of the most powerful tribes on the northern plains. The novel consists of 12 chapters, each with a full-page illustration, and tells the story of Lame Bear, a boy who has been crippled by a broken leg. He feels that he is useless and a disgrace to his father's lodge and to his tribe until the words of an old and wise warrior change his life. He overcomes his handicap in the pursuit of a wild stallion which has eluded the greatest of warriors. He succeeds in winning the heart of the stallion and steals him away from the Flathead nation. He survives many ordeals and returns home to be honored by his father who predicts that he will become a great warrior with many horses. (JHZ)

ED 259 862 RC 015 388

Chavez, Janice A.; Burton, Louise F.
An Innovation in Rural Paraprofessional Training.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Day Care Centers; Demonstration Programs; Disadvantaged Environment; *Instructional Innovation; *Paraprofessional Personnel; Program Evaluation; *Rural Population; Special Education; State Programs
IDENTIFIERS- California; *Paraprofessional Training

In order to provide high quality training to paraprofessionals employed in state-funded Child Day Care Centers, an innovative instructional program was developed based on the need to offer training in convenient commuting locations and to recruit and train unlicensed paraprofessionals from cultural and linguistic backgrounds similar to those of the children they served. Coursework at California State University, San Bernadino, was based on the Child Development Associate National Credentialing Program's curriculum standards, and focused on the first level of training leading to the Emergency Children's Center Instructional Permit. Twenty-two paraprofessionals (16 Hispanic, 6 Anglo) completed all program coursework. The program met state goals and identified and implemented procedures to meet local needs, and day care center observations indicated a need for special education strands within the coursework. Many of the day care centers were located in isolated areas and served migrant, multicultural, poor populations with a potentially high incidence of unserved handicapped children. Evaluation results showed that trainees felt increased self-confidence, had improved observational skills, had a stronger understanding of the rationale for specific group and individual activities with children, and benefited most from courses which applied theory to actual practice. The model demonstrated the importance of incorporating local needs into personnel training. (PM)

ED 259 502 EC 180 238

Breen, Catherine; And Others

The Training and Generalization of Social Interaction during Breaktime at Two Job Sites in the Natural Environment.

Marin County Office of Education, San Rafael, CA.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 31p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).
GRANT- G008104154
LANGUAGE- English
EDRS Price - MF01/PC02 plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Generalization; High Schools; *Interaction; *Interpersonal Competence; Peer Relationship

Four high-school level, severely handicapped autistic students were trained to initiate and sustain social interactions with nonhandicapped peers in a commonly shared break room at two community job sites. The generalization of social behavior to nontrained coworkers was probed in the same setting during natural break times. A multiple-baseline across subjects design was used to assess the effectiveness of a training package based on concurrent training of chains of responses using systematic prompting and reinforcement of correct behavior. Generalization was promoted using a multiple exemplar strategy. The results showed that all participants acquired a chain of social break behaviors using one peer trainer. Two participants displayed generalization of social responses prior to the acquisition of the complete chain. Two participants required training with multiple peers prior to the occurrence of generalization. (Author)

ED 259 597 HE 017 990

A Handbook of Accreditation, 1984-85.

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

PUB DATE- 1 Sep 84
NOTE- 79p.; For related documents, see HE 017 989-991.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Agency Role; College Administration; College Role; *Evaluation Criteria; Guidelines; *Higher Education; *Institutional Evaluation; Reports; School Organization; *Self Evaluation (Groups)
IDENTIFIERS- Commission on Institutions of Higher Education; *North Central Association of Colleges and Schools; Site Visits

A handbook on accreditation is presented by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. After providing an overview on accreditation, explanations are provided on General Institutional Requirements concerning the institutional program and college organization, operation, and public disclosure. The evaluative criteria that an institution must fulfill for accreditation and for candidacy are also covered, along with the evaluation process and evaluation cycle. The evaluation process includes: the self-study, choosing a visiting team, the self-study report and other documents, distribution of materials by the college and the Commission, the visiting team reports, institutional response, review processes, and the appeals process. A sample schedule of events for the accreditation process is included, along with a list of documents that should be sent to the Commission. Information is also included on the Statement of Affiliation Status, with examples of simple and complex cases, and the monitoring by the Status, with examples of simple and complex cases; and the monitoring by the Commission of changes/developments at the college. Appended materials include the Commission's Preliminary Information Form, a list of resource materials, and the Commission's Rules of Procedures. (SW)

ED 259 625 HE 018 506

Nettles, Michael; And Others

A Comparative Analysis of the Predictors of Black and White Students' Academic Achievement in College: A Case for Expanding Admissions Policies to Include Quality of the College Experience. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Black Students; College Faculty; *College Students; Grade Point Average; Higher Education; Peer Relationship; *Predictor Variables; *Racial Differences; Student Attitudes; Student Characteristics; Student Experience; Student Problems; *White Students
IDENTIFIERS- *ASHE Annual Meeting

Academic, personal, and attitudinal/behavioral predictors of black and white students' college performance were studied, along with the effect of differences in the quality of college experiences. The sample of 4,094 students and 706 faculty from 30 southern and eastern colleges completed the Student Opinion Survey/Faculty Opinion Survey, the Student Descriptive Questionnaire, the College and University Environmental Scale, and the Higher Education Evaluation KIT. A total of 31 student, faculty, and institutional variables were used in a regression equation to predict students' college grade point averages (GPA). While most of the significant predictors of GPA were equally effective predictors for black and white students, four variables had differential predictive validity for the two races: Scholastic Aptitude Test scores, student satisfaction, peer relationships, and interfering problems. Predictors that helped to explain racial differences in college performance included high school attended and college preparation, majority/minority status in college, where students live while attending college, academic integration, feelings that the university is racially discriminatory, satisfaction with the university, and interfering problems with study habits. A list of student factors and correlation coefficients is included. (SW)

ED 259 667 HE 018 548

Nelson, David; Heeney, William

Using a Program Level Planning Model as a Tool for Evaluating Educational Change.

PUB DATE- Feb 85

NOTE- 26p.; Paper presented at the American Association of Colleges for Teacher Education (February, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; Decentralization; Decision Making; Educational Change; *Evaluation Methods; Higher Education; *Models; *Program Development; *Program Evaluation

Program Level Planning, a model based upon decentralized decision making, is proposed as a method to move the planning process to the university's operational level. After describing the characteristics and steps of Program Level Planning, the problems in shifting the decision making to the local level are considered, along with the application of such planning to a comprehensive management system. In addition to identifying 13 planning principles, the need for school/college/department program evaluation is discussed, and the literature on accepted program evaluation procedures is reviewed. Based on analysis of the concepts and frameworks found in the literature, the following stages of program planning and evaluation are recommended: deciding to plan or evaluate a program; defining the context of the issue; explaining the initial course of action; designing alternative causal impact models; matching alternative research designs with each causal impact model; expressing goals in measurable terms; collecting data based on the issues, policy, impact model, and research design; and analyzing, interpreting, and reporting data within the context of the issue. Since the framework is not necessarily a stepwise procedure, interface is possible between program planning and evaluation. An application of the model is illustrated. (SW)

ED 259 680 HE 018 608

Lozier, G. Gregory; Chittipeddi, Kumar
Issues Management and the Role of Strategic Planning. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College Administration; *College Planning; Decision Making; *Economic Factors; Educational Change; Higher Education; Policy Formation; *Political Influences; Population Trends; Social Change; State Universities; Technological Advancement; *Trend Analysis
IDENTIFIERS- *AIR Forum; Environmental Scanning; Issues Management; Pennsylvania State University; *Strategic Planning

The integration of issues management into the institutional strategic planning process at Pennsylvania State University is discussed. The significance of issues management as an organizational process is also considered. Stages of the issues management process are: (1) scanning the external environment to identify strategic issues; (2) analyzing these issues for likely impact and probability of occurrence; and (3) developing suitable responses for managing the issues. The usefulness of issues management stems from its potential to act as an early detector of significant external trends, and to provide the mechanisms for developing effective strategies to respond. In addition to planning by the traditional organizational structure, issues management permits cross-unit planning. An early aspect of the strategic management process at Pennsylvania State University was the initiation of a macro-level external assessment. Six assessment committees were appointed: population trends, economic trends, federal and state policies, societal, technological and scientific trends, graduate and research markets, and changing higher education structure and competition. Later annual planning will require unit level scanning and micro-level external assessments by lower-level planning units. (SW)

ED 259 805 JC 850 440

Holmes, William H.
Technological Support for Community Colleges in America. A Concept Paper.
Spokane Community Coll., WA.
PUB DATE- May 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; *College Role; *Community Colleges; Computer Oriented Programs; *Educational Needs; Educational Quality; Educational Technology; *Technological Advancement; *Technology Transfer; Two Year Colleges

Two-year colleges, comprising America's largest advanced skill training network, are facing an information-handling crisis due to the current technology revolution. Four primary issues must be faced by community colleges if they are to narrow the gap between their educational services and societal shifts brought on by rapid technological advancement: (1) avoiding the obsolescence of faculty, facilities, equipment and curricula; (2) projecting and meeting the dramatic increases in fiscal requirements for equipment and instructional and administrative software; (3) using new technologies innovatively to improve traditional instructional delivery systems and to initiate new alternative instructional delivery systems; and (4) upgrading administrative services in colleges to keep pace with business and government counterparts. In their efforts to deal with these information-age issues and to meet the educational requirements of grassroots America, community colleges need information processing equipment and software in the areas of high-tech applications, vocational and general education computer support, administrative support systems, and technology transfer networks. (Author/LAL)

ED 259 834 PS 015 150

Monighan, Patricia
The Development of Symbolic Expression in Preschool Play and Language.
PUB DATE- Apr 85
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Development; *Child Language; Childrens Games; *Cognitive Processes; Dramatic Play; Educational Practices; Egocentrism; *Individual Development; Language Acquisition; Monologs; Naturalistic Observation; *Play; *Preschool Children; Preschool Education; Psychological Patterns; *Semiotics; Social Development; Speech; Toddlers
IDENTIFIERS- Developmental Patterns; Kohlberg (Lawrence); Mead (George Herbert); Parallel Play; Piagetian Theory; *Private Speech; *Solitary Play; Vygotsky (Lev S)

Theoretical correspondences between the language and play development of young children and developmental aspects of play and speech are discussed prior to a report of a study comparing categories of cognitive complexity nested within social categories of solitary play and self speech. Participants were 36 preschool boys and girls approximately 36, 48, and 60 months of age. Data were collected in six 5-minute observations for each child. Each play episode observed was coded for social participation complexity and utterances were coded for self speech, collective monologue, and socially adapted speech. Solitary play episodes and self speech utterances were then coded on dimensions of cognitive complexity. Results substantiate the view that categories of social play and social speech do not form hierarchical levels of development. The frequency of solitary play decreased significantly with age. A significant increase across age groups was found for group play. Interestingly, parallel play increased from age 3 to 4 and decreased from 4 to 5 years, suggesting that parallel play may be a formative context for the child's growing discrimination between private and social aspects of psychological functioning. Both solitary play and self speech showed developmental changes for cognitive categories. Implications of the findings for development and educational practices are discussed. (RH)

ED 259 519 EC 180 255

Minnesota's Special Education Plan for Fiscal Years 1984-86. As Amended by Public Law 94-142.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Program Administration; *Program Development; Program Implementation; *Special Education; State Legislation; *State Standards
IDENTIFIERS- *Minnesota

The plan documents Minnesota's policies and procedures for implementing state and federal statutes concerning the education of handicapped students. The following topics are covered: right to education, full educational opportunities goal, policy on priorities, child identification, Individual Educational Programs, procedural safeguards, the least restrictive environment, protection in evaluation procedures, the comprehensive system of personnel development, participation and placement of students in private schools, recovery of funds for misclassified children, hearings on local education agency applications, annual evaluations, additional requirements of the state education agency (monitoring and complaint procedures, direct services, implementation procedures), and confidentiality of personally identifiable information. The plan concludes with a list of state education agency administrative personnel positions to be paid out of P.L. 94-142 Part B funds, major administrative responsibilities for each job title, and the percentage of salary paid by Part B funds. (CL)

ED 259 534 EC 180 270

Special Education Program Effectiveness Evaluation: Making It Work. An Overview of the Nebraska Special Education Program Effectiveness Evaluation System.

Nebraska State Dept. of Education, Lincoln. Special Education Section.

PUB DATE- 10 Oct 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; *Special Education; State Programs
IDENTIFIERS- *Nebraska

The paper presents information in a question and answer format about the evaluation of special education program effectiveness. A seven-step process used in Nebraska is presented: (1) evaluation preview, (2) outline of evaluation questions, (3) information collection plan, (4) analysis and interpretation plan, (5) report plan, (6) management plan, and (7) plan to evaluate the evaluation. The paper covers such aspects as the scope of evaluation, ways to prevent personal bias in evaluation, development of appropriate criteria, rationale for the evaluation process, the philosophy behind Nebraska's special education program effectiveness evaluation system, results of the process, and its relationship to compliance monitoring and other forms of evaluation. (CL)

ED 259 567 FL 015 129

English as a Second Language. Curriculum Guide, Secondary Level.

Ohio State Dept. of Education, Columbus. Div. of Equal Educational Opportunities.
PUB DATE- Jun 85
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Difficulty Level; *Educational Objectives; *English (Second Language); Grammar; Handwriting; *Language Skills; Learning Processes; Listening Comprehension; Program Design; Reading Comprehension; Secondary Education; *Second Language Instruction; Second Language Learning; Speech Skills; Student Characteristics; Vocabulary Development; Writing Skills

The curriculum guide for Ohio's secondary level programs in English as a second language (ESL) begins with background information on factors to consider in developing an ESL curriculum, including limited-English-proficient students' characteristics, the language acquisition process, skill areas to be covered, instructional goals for four major language skill areas (listening/speaking, reading/vocabulary, writing, and grammar), and techniques for integrating language skills. A section follows for each of the four skill areas, outlining specific skills and content areas to be developed at each of three levels (beginning, intermediate, and advanced), and suggesting classroom activities for each skill. The guide is intended as a resource for teachers and administrators, to be modified or expanded as appropriate in each school district. (MSE)

ED 259 583 FL 015 147

Grosse, Christine Uber
Teaching & Learning Styles of ESL Student Teachers.

PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Comparative Analysis; *English (Second Language); *Language Teachers; *Student Teachers; Teacher Attitudes; Teacher Behavior; Teaching Methods; *Teaching Styles

The relationships between certain parallel aspects of the teaching and learning styles of 60 student teachers of English as a second language were examined in the context of the general assumption that an individual's teaching and learning styles are closely related. The Canfield Learning Styles Inventory and Instructional Styles Inventory were used to assess the degree of preference for the same conditions (peer, organization, goal setting, competition, instructor, detail, independence, and authority), content areas (numeric, qualitative, inanimate, and people), and modes of teaching and learning (lecturing/listening, reading, iconic, and direct experience). From this information, group profiles were developed and compared. The results suggest that teaching styles are not as closely related to learning styles as is generally assumed, and imply that the teachers use different behaviors to react to similar teaching and learning situations. While some similarities existed, the differences in over half the assessed preferences for conditions and modes of instruction were significant. It is suggested that further research be undertaken to learn how teachers may accommodate their students' diverse learning styles by varying teaching styles or matching learning syles. (MSE)

ED 259 694 IR 011 725

Kidd, Ross
From People's Theatre for Revolution to Popular Theatre for Reconstruction: Diary of a Zimbabwean Workshop. CESO Verhandeling No. 33.
Centre for the Study of Education in Developing Countries, The Hague (Netherlands).; International Council for Adult Education, Toronto (Ontario).

REPORT NO.- ISBN-906443371-2
PUB DATE- May 84
NOTE- 95p.; Report of a working group at the Pan-African Theatre-for-Development Workshop (Zimbabwe, August 15-September 1, 1983). Photographs may not reproduce.
AVAILABLE FROM- Center for the Study of Education in Developing Countries. Badhuisweg 251, P.O. Box 90734 2509 LS The Hague, the Netherlands. (Ofl.5,50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; *Community Involvement; *Developing Nations; *Drama; Economic Development; Educational Innovation; Feminism; Folk Culture; *Nonformal Education; *Popular Culture; Social Values; Theater Arts
IDENTIFIERS- *Theater for Development; *Zimbabwe

Focusing on the experience of one of seven working groups at a theater-for-development workshop in Zimbabwe, this report details the process followed by many groups, and reveals some of the major learnings, dilemmas, contradictions, strengths, and limiting factors found in a practical village-based theater-for-development process. A brief discussion of theater-for-development (TFD) presents this drama form as an experimental collaborative process designed to take theater out of urban enclaves and make it accessible to the masses, presenting such common concerns as crop production, water shortages, immunization, literacy, and family planning. A day-by-day diary account of this working group illustrates an overview of, and specific tasks involved with, the production of a "theater pungwe"--people's theater. A TFD model lists educational objectives for the drama process and defines the workshop objectives, which are: (1) to train development cadres and theater artists in theater-for-development, and (2) to start a TFD program in Murewa area of Zimbabwe as a training and popular education/culture program. The report's concluding sections provide an analysis of the workshop, including constraints, relationship with villagers, organizational strategy, and team work. An extensive bibliography is included. (JB)

ED 259 708 IR 011 740

Reeker, Larry H.; And Others

Artificial Intelligence in ADA: Pattern-Directed Processing. Final Report.

Air Force Human Resources Lab., Lowry AFB, Colo.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.

REPORT NO.- AFHRL-TR-85-12

PUB DATE- May 85

NOTE- 46p.

CONTRACT- F49620-82-C-0035

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Algorithms; *Artificial Intelligence; *Computers; Computer Software; *Programing; *Programing Languages; *Systems Development; Technical Assistance; Technological Advancement

IDENTIFIERS- *Ada (Programing Language)

To demonstrate to computer programmers that the programming language Ada provides superior facilities for use in artificial intelligence applications, the three papers included in this report investigate the capabilities that exist within Ada for "pattern-directed" programming. The first paper (Larry H. Reeker, Tulane University) is designed to serve as an introduction to pattern-directed programming and to the significance of the two papers that follow. It includes discussions of artificial intelligence programming and the facilities provided by the Ada language, pattern-directed computation, pattern matching, and parsing. The second paper (John Kreuter, Tulane University) describes a project which was part of an overall effort to add useful artificial intelligence tools to Ada through use of pattern-directed string processing of the sort available in the language Post-X (Bailes and Reeker, 1980). The third paper (Kenneth Wauchope, Tulane Unversity) presents a pattern-directed list processing facility for the Ada programming language. Pattern lists for matching against source lists are constructed from a set of SNOBOL4-derived primitives which have been extended to be applicable to arbitrarily complex LISP-like data structures. A list of references completes the document. (JB)

ED 259 735 IR 051 160

IFLA General Conference, 1984. Libraries Serving the General Public Division. Section on Libraries for the Blind. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 107p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). For a related document, see IR 051 152. Document contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accessibility (for Disabled); *Blindness; *Braille; Developing Nations; Foreign Countries; *International Organizations; Library Associations; *Library Services; Patients; Public Libraries; Raised Line Drawings; Tactile Adaptation; *Talking Books; *Visual Impairments

IDENTIFIERS- *Africa; *Europe (West)

Papers on library services and developments in reading materials for the blind and disabled presented at the 1984 IFLA general conference include: (1) "The Establishment of a Library Service to Visually Handicapped People in African Developing Countries" (Paulli Thomsen, Denmark); (2) "Sources of Assistance for Establishing Braille Facilities" (Elizabeth Twining, United Kingdom); (3) "Presentation of a Guide to Developing Braille and Talking Book Services" (Edwige Mortyr, Norway); (4) "Library Services to the Blind in Kenya" (James Mwangi Ng'ang'a, Kenya); (5) "Central Library Services to the Disabled" (Dick Reumer, Netherlands); (6) "Guidelines for Libraries Serving Hospital Patients and Disabled People in the Community--A Tool to Improve Library Service" (Gunar Westgard and Bjorg Heie, Norway); (7) "Public Library Services to the Disabled--Their Information Needs and Special Materials" (Ongare Owino and Edward Waiguru Muya, Kenya); (8) "Producing Braille in Africa: Outlines of a Feasibility Study" (Rainer F. V. Witte, West Germany); and (9) "Presentation of the Work of the Section of Libraries for the Blind" (Winnie Vitzansky, Denmark). (THC)

Present Situation of Unesco Resources in Educational Documentation and Information and Its Future Development.

International Bureau of Education, Geneva (Switzerland).

REPORT NO.- UNESCO/BIE/DOCINF/2

PUB DATE- Apr 85

NOTE- 41p.; Paper presented at the Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985). For related documents, see IR 051 190-196.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developed Nations; Developing Nations; Information Dissemination; *Information Networks; *Information Services; Information Systems; *International Organizations; *International Programs

IDENTIFIERS- *Educational Information; International Network Educational Information; *UNESCO

This document provides a broad description of the different documentation and information activities developed by the Education Sector of Unesco, including those undertaken at headquarters, regional offices, and other units of the sector, with the exception of the International Bureau of Education (IBE). A recent decision to reorganize the largely independent documentation and information services of the different units and integrate them into one larger center at headquarters to service the entire sector is noted. Other measures aimed at improving coordination between such a unified center and the other decentralized centers within the sector are also noted, and participants are asked to make suggestions and recommendations for the improvement of Unesco information services provided to member states. The remainder of the report details the documentation and information activities of such units as the following: the Division of Primary Education, Literacy and Adult Education in Rural Areas (ED/PLA); Division of Educational Policy and Planning (EPP) and Division of Financing of Education (EFD); Unesco Regional Office for Education in Africa (BREDA); Unesco Regional Office for Education in Asia and the Pacific (ROEAP); Unesco Regional Office for Education in Latin America and the Caribbean (OREALC): European Center for Higher Education (CEPES); Regional Center for Higher Education in Latin America and the Caribbean (CRESALC); International Institute of Educational Planning (IIEP); and Unesco Institute for Education, Hamburg (UIE). (BBM)

ED 259 762 IR 051 276

IFLA General Conference, 1984. Bibliographic Control Division. Sections on Bibliography, Cataloging, and Classification. Part 2. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 54p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (Nairobi, Kenya, August 19-25, 1984). For part 1, see IR 051 156. Document contains light, broken type.

LANGUAGE- English; French

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; *Classification; Databases; *Developing Nations; *Information Science; International Organizations; Library Associations; Library Automation; *Technology Transfer

IDENTIFIERS- *Africa; *National Bibliographies; Subject Access

Papers on cataloging and national bibliography presented at the 1984 general conference of IFLA include: (1) "Pratiques et Problemes de Catalogage au Senegal" (Cataloging Practices and Problems in Senegal) (Marietou Diop Diongue, Senegal); (2) "The Consequences of New Technologies in Classification and Subject Cataloging in Third World Countries: The Technological Gap" (Robert P. Holley, United States); and (3) "Les Bibliographies Nationales du Maghreb: Contenu et Perspectives" (The National Bibliographies of Tunisia, Algeria, Morocco, and Libya: Contents and Perspectives) (Ridha Attia, Tunisia). (BBM)

ED 259 776 JC 850 408

Miami-Dade Community College 1984 Institutional Self-Study. Volume VIII: Medical Center Campus Studies.

Miami-Dade Community Coll., Fla.

PUB DATE- Apr 85

NOTE- 185p.; For other volumes, see JC 850 401-407.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; *Institutional Evaluation; *Nontraditional Education; *Nursing Education; Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of the Medical Center Campus. The report contains the results of a campus study based on a modified approach to the traditional standards of the Southern Association of Colleges and Schools (SACS); and an intensive assessment of the Alliance for Employee Advancement System (AEAS), a non-traditional delivery system for health care occupations education. The modified SACS standards study focuses on campus purpose, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, and special activities (e.g., Nursing Education Community Extension Program, Cuban Nurse Program, post-registered nurse opportunities and Allied Health Technologies Community Extension). Next, an evaluation is provided of the AEAS, including information on the value and quality of the delivery system and the improvements suggested by faculty, hospital executive directors, and hospital education directors. A summary of the studies concludes the report. (HB)

ED 259 877 RC 015 426

Dixon, Joan; And Others
Pikchul Nioki Chulda (Picture Dictionary).
Sacaton School District 18, Ariz.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 30p.; For related document, see RC 015 425.
GRANT- G008104765
LANGUAGE- English; Pima
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Alphabets; *American Indian Languages; *American Indian Literature; American Indians; Bilingual Instructional Materials; *Childrens Literature; Cultural Activities; Illustrations; *Native Language Instruction; Picture Books; Primary Education; *Supplementary Reading Materials
IDENTIFIERS- Gila River Reservation AZ; *Pima; Pima (Tribe)

Developed for students in kindergarten through second grade, this alphabet book is one in a series of picture dictionaries in the Pima language developed to instill pride in Pima students by presenting their language in print and to increase their vocabularies in both Pima and English. Introductory sections provide a brief history of the project and explain that the book uses spelling and symbols based on an orthography adopted by the Gila River Indian Community Tribal Council in 1979. The book begins with a display of the Pima alphabet, which uses English orthograpy plus diacritical marks for its 25 characters. Each subsequent page shows an upper and lower case letter of the Pima alphabet, a Pima word beginning with that letter, and a large and easily interpreted illustration of the word. The illustrations, while reflecting Pima culture and southwest influences, show foods, animals, and other items generally familiar to young children, e.g., chair, corn, orange, saddle, sun, skunk, broom, deer, and key. (JHZ)

Weber-Olsen, Marcia; Witte, Nancy Nicholson
Spontaneous Imitations in Language Delay: Alternative Strategies for Language Learning.

PUB DATE- Nov 84
NOTE- 51p.; Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association (Cincinnati, OH, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Imitation; *Language Acquisition; *Language Handicaps; *Language Skills; Preschool Education; Speech Skills

Weekly spontaneous imitations and spontaneous productions in the speech of two language-impaired males (3-4 years old) were compared over a 10-week period until MLU (mean length of utterance) approached or exceeded 2.0 morphemes. Although imitation was extensive in both boys' output, consistency of imitation over time differed for both and was associated with ongoing changes in their lexicons. Imitation of multi-word utterances was selective to a small set of words, and this strategy accounted for significantly greater lexical diversity in Ss' imitative speech compared to their spontaneous speech. One child's imitative single- and multi-word lexicon became predominatly spontaneous over successive weeks, as did his imitative use of four contrastive semantic-syntactic relations. The second child's lexical imitations showed a shift only for words used as single-word utterances. Moreover, he demonstrated spontaneous control of several categorical rules for combining words at the outset of the study. Imitation for this subject appeared to primarily serve the function of introducing new lexical items into previously-practiced combinatorial patterns in his speech. An appendix provides the taxonomy used for coding 14 semantic-syntactic relations in Ss' multi-word utterances. A reference list and seven figures are also included. (Author/CL)

ED 259 551 FL 015 065

Vaughan, Jean, Comp.
English as a Second Language. Reading Strategies and Aids.
Federal Way School District 210, Wash.
PUB DATE- 8 Feb 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Content Area Reading; Elementary Secondary Education; *English (Second Language); Graduation Requirements; Intensive Language Courses; Program Descriptions; *Reading Instruction; *Recreational Reading; Second Language Instruction

A guide to the program in English as a second language (ESL) in the Federal Way, Washington, School District at the elementary, intermediate, and senior high school levels outlines program elements and requirements and suggests techniques and approaches for teachers of ESL. The progressive levels of language proficiency as indicated by the Language Assessment Scales are noted, and specific program goals, objectives, and skills are described in each of these categories: self-concepts and attitudes, listening, speaking, vocabulary, writing, spelling, grammar, and recreational and content reading. Notes are provided for the teacher on elements of classroom practice, ordering the reading lesson, content area comprehension techniques, study aids, and the SQ3R study method (surveying/questioning/reading/reciting/reviewing). A brief annotated bibliography is also included. (MSE)

ED 259 612 HE 018 310

Charner, Ivan; Rolzinski, Catherine
Postsecondary Responses to a Changing Economy.
PUB DATE- 18 Mar 85
NOTE- 23p.; Paper presented at the National Conference on Higher Education of the American Association of Higher Education (Chicago, IL, March 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Change Strategies; Continuing Education; Cooperative Programs; Course Content; Economic Development; *Economic Factors; Educational Finance; Educational Innovation; Industrial Training; *Literacy Education; *Postsecondary Education; *Professional Development; Program Proposals; *School Business Relationship; Skill Development; Teaching Methods

Postsecondary education's responses to economic change are discussed, based on 22 projects supported by the Fund for the Improvement of Postsecondary Education (FIPSE). After identifying common themes of the FIPSE "Education and Economy Alliance" projects, new directions for postsecondary education are considered, along with policy concerns. Differences between the FIPSE projects, which are briefly described, and more traditional programs are discussed. Most of the projects offer new approaches to curriculum/program content that respond to business and individual needs. The projects include changes in the timing and location of offerings as well as new teaching methods. A number of the projects have formed new partnerships among education, business, community organizations, and unions to design basic and literacy programs for adults. Other projects have formed partnerships for professional development and skills upgrading. A final type of FIPSE project has been the development of partnerships for local economic and community development. Finally, questions concerning the content, delivery, sources, and financing of postsecondary education are raised. For each project, information is provided on the sponsoring agency, contact persons, address, and phone number. (SW)

ED 259 640 HE 018 521

Gilbertson, Eric R.

The Supreme Court and Academe: The Evolution of Constitutional Doctrines for Higher Education. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 97p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Freedom; Affirmative Action; Black Colleges; College Desegregation; College Faculty; *Constitutional Law; *Court Litigation; Due Process; Faculty College Relationship; Freedom of Speech; Government School Relationship; *Higher Education; Institutional Autonomy; Minority Groups; Private Colleges; Racial Discrimination; Sex Discrimination; Student College Relationship; *Student Rights; *Teacher Rights

IDENTIFIERS- *ASHE Annual Meeting; *Supreme Court

The application of constitutional doctrines to controversies involving higher education institutions and legal theories emanating from the Supreme Court are discussed. The historical review covers academic freedom at colleges, or freedom from political interference of of outside intervention: freedom of speech or association in colleges and universities; the rights of students; the rights and interests of a private college; equal opportunity in the academy; and procedural rights for faculty and students. Constitutional decisions regarding academic freedom have struck down loyalty oaths for college staff, intrusive reporting requirements, and restrictions on political activity. The Supreme Court has protected the right of a student editor to publish controversial material. The controversies today concern the future of predominantly or historically black colleges, full integration of colleges that have been closed or hostile to minorities, and the question of whether sex discrimination in educational programs can be barred. Redefinitions of relationships in academia have resulted from Supreme Court decisions, including students' relationships with colleges and universities and the rights and responsibilities of faculty and staff. (SW)

ED 259 722 IR 011 774

Appleman, Merrie
Videotex: Options for Libraries. Report Number Five of the Electronic Text Report Series.
San Diego State Univ., CA. Center for Communications.
SPONS. AGENCY- California State Library, Sacramento.; Electronic Text Consortium.
PUB DATE- 84
NOTE- 115p.; For related documents, see IR 011 729, IR 011 772-775, IR 011 802-803, and ED 255 181. The program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Electronic Equipment; Higher Education; Information Networks; Information Systems; *Library Automation; Library Equipment; *Library Role; *Public Libraries; *Telecommunications; *Videotex
IDENTIFIERS- *Electronic Text

Although originally compiled and published for the California Library Telecommunications Project (an analysis of the telecommunications needs and opportunities for the California State Library on behalf of the state's 169 public libraries), this report also cites examples of, and proposes options for, electronic text use in public libraries throughout the country. Structured to cover several major areas of concern, this document is divided into three sections. Parts I and II are designed to serve as an overview of the field with a major emphasis on (1) the technological and organizational components of electronic text systems, and (2) the evolution of the field in the United Kingdom, France, Japan, Canada, and the United States, and the impact of current market and public policy trends on future developments. Part III projects specific roles for public libraries in the field of electronic text: as public access user sites, as information providers, and as managers of small electronic text systems. Examples are cited of libraries throughout the United States that are already active in one or more of these capacities. Finally, the conclusion to this report suggests some ways in which libraries can further clarify their options, and, if those options are attractive, become active in the field of electronic text. (JB)

ED 259 791 JC 850 425

Campbell, William E.; Hemenway, David A.
Survey of Montgomery County Public School Eleventh Grade High School Students.
Montgomery Coll., Rockville, Md. Office of Institutional Research.
PUB DATE- Jun 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Bound Students; Educational Attitudes; Educational Needs; High Schools; *High School Students; Questionnaires; School Surveys; *Student Educational Objectives; *Terminal Students
IDENTIFIERS- Montgomery County Public Schools MD

In spring 1984, a survey was conducted by Montgomery College (MC) to ascertain the postsecondary educational goals of Montgomery County Public School (MCPS) 11th grade students; to understand students' perceptions of MC; to identify the criteria students use in college selection; and to assess the needs of entering students. Students at 18 of the 22 MCPS high schools participated in the survey, and 2,672 (42%) of the 6,301 questionnaires distributed were returned. Study findings included the following: (1) 63% of the students planned to enroll full-time at a four-year college or university, 25% planned to get a job and continue their education, and 14% planned to attend a community college either full- or part-time; (2) when asked to rate MC's overall reputation, 7% said it was excellent, 36% good, and 21% poor; while 14% said they did not know how to rate the college's overall reputation; (3) Asian and Black students did not rate MC as positively as Hispanic and White students; and (4) only 3% heard of MC through a college representative; (6) only 6% of college-bound students expected their highest degree to be an associate degree or certificate from a community college; (7) 73% of those planning to attend MC chose the college for convenience reasons; and (8) 37% of MCPS students were interested in attending afternoon classes at MC. (LAL)

ED 259 820 PS 014 697

Haskins, Ron; And Others
Single-Parent Families: Policy Recommendations for Child Support.
PUB DATE- Apr 83
NOTE- 40p.; Paper presented at the Conference on Changing Roles of Women in North Carolina (Raleigh, NC, May 9-10, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Delinquency; *Divorce; *Family Problems; *Financial Support; Guaranteed Income; *One Parent Family; Poverty; *Public Policy; Sex Role
IDENTIFIERS- Aid to Families with Dependent Children; *Child Support; *Child Support Enforcement Program; Gender Identity; North Carolina

Results of a review of problems associated with divorce indicate that not only are very large numbers of children involved, but divorce seems to be associated with serious effects for children and adults. A very substantial number of children of divorced parents live in poverty and nearly all experience substantial reductions in family income. One of the major causes of income reduction and poverty in female-headed families is the poor performance of fathers in providing financial support for their children. Estimates show that as little as 20 percent of the money needed by single-parent mothers to support their children is actually paid. Although recent efforts to strengthen child support enforcement provisions at the federal and state level have produced good results, the problem of poverty and low income among these families has hardly been affected. To address the problem of assuring adequate support of children in single-parent families, four alternative policies (AFDC, guaranteed annual income, child support enforcement, and child support tax) are assessed with regard to seven criteria: equity, efficiency, stigma, preference satisfaction, family privacy, paternal responsibility, and effects on the post-separation family. Concluding remarks offer social policy recommendations for the state of North Carolina. (RH)

Lampe, Philip E.
Mexican Americans: Labeling and Mislabeling.
PUB DATE- 7 Dec 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethnicity; Hispanic Americans; *Identification; *Labeling (of Persons); *Mexican Americans; Research Methodology; *Social Science Research; Spanish Americans; *Vocabulary
IDENTIFIERS- Chicanos; Spanish Surnamed

Although the study of self-selected ethnic labels may aid scientists in their understanding of an ethnic group, the uncoordinated use of ethnic labels applied by social scientists and others can result in confusion and misinformation. A literature review yields a plethora of terms used to refer to Mexican Americans. Terms currently popular are Hispanic, Chicano, Mexicano, and Mexican American. One source of data for social scientists has been the government census which has used a variety of identification and classification techniques including objective and/or subjective methods of defining ethnic populations. Many existing terms are too broad or are found to be undesirable by the population to whom the term is applied. The term Hispanic ignores national boundaries. The popular term Chicano refers to a population Mexican Americans perceive as being more ethnocentric, anti-establishment and politically active, but is often used by social scientists without those distinctions. The term Mexican American is most applicable when referring to Americans with ancestral ties to Mexico as it is both descriptive and consistent with terminology presently employed to identify other ethnic groups. Social scientists engaged in Mexican American studies must agree on terminology in order to facilitate comparisons and the accumulation of knowledge. (PM)

ED 259 863 RC 015 391

Riley, Cheryl L., Comp.
Ideas that Work for Outdoor Teachers and Leaders. Papers, Activities, and Resources from the National Outdoor Education Conference (Potosi, Missouri, October 9-13, 1985).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Council on Outdoor Education.; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 158p.
CONTRACT- 400-83-0023
AVAILABLE FROM- ERIC/CRESS, BOX 3AP, Las Cruces, NM 88003 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adventure Education; *Conservation (Environment); Conservation Education; Curriculum Development; Elementary Secondary Education; Enrichment Activities; Environmental Education; *Ethics; Experimental Teaching; Field Experience Programs; Learning Activities; Outdoor Activities; *Outdoor Education; Program Descriptions; Program Development; *Recreational Activities; *Resource Materials; Skill Development
IDENTIFIERS- Outdoor Recreation

Emphasizing the ethics of conservation, this conference report compiles the following information submitted by conference presenters: (1) summaries of their presentations; (2) environmental ethics statements pertinent to their subjects; (3) activities; (4) favorite quotation; and (5) resources and references including books, journals, organizations, and individuals. The 56 presentations cover a wide range of topics in outdoor education and conservation including leadership, legal liability, curriculum development, program rationale, and the establishment of outdoor education centers. Specific learning activities are also covered, e.g., rappelling, primitive fire making, basic archery, canoe trip planning, orienteering, fly fishing, shooting sports, and field trips. Ranging from 1 to 13 pages, the presentation summaries vary from general to detailed with some including specific suggestions for teaching, e.g., a presentation on ornithology includes plans and instructions for building a bluebird nesting box. Resource and reference sections constitute a significant portion of the material with most presentations citing at least five sources. A session on using children's literature to enhance nature awareness includes a bibliography of 27 books related to 5 environmental themes, and a presentation on causes and consequences of species extinction provides a 6-page list of resources. (JHZ)

ED 259 503 EC 180 239

Haring, Thomas G.
Training Between Class Generalization of Toy Play Behavior to Children with Severe and Moderate Handicaps.
California Univ., Santa Barbara.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 59p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).
GRANT- G008104154
AVAILABLE FROM- Thomas Haring, Department of Special Education, University of California-Santa Barbara, Santa Barbara, CA 93106.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Generalization; *Play; *Severe Disabilities; Social Development; Toys

The study describes a training program in which young children with severe and moderate handicaps were taught to generalize play responses to multiple sets of toys. A multiple probe design, replicated with four children, was used to assess the effects of generalization training within four sets of toys on generalization to untrained toys from four other sets. The responses taught were unique to each set of toys. Results indicated that training to generalize wihin two sets of toys was associated with stimulus generalization of other sets that did not formerly show generalization in three participants. Probes were also taken on responses to two additional sets of toys that differed from the previous sets in topography and in the effects that the toys produced. While the participants generalized to between 50% and 100% of the toys that were similar in responses and effects they did not generalize to toys from the dissimilar sets. Implications for conducting research using strategies based on response interrelationships in training contexts are discussed. (Author)

ED 259 535 EC 180 271

Educating Students at Gallaudet and the National Technical Institute for the Deaf: Who Are Served and What Are the Costs? Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-85-34
PUB DATE- 22 Mar 85
NOTE- 122p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, $3.25 additional copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Deafness; Elementary Secondary Education; *Expenditure per Student; Higher Education; *Program Administration; Program Costs; Student Costs
IDENTIFIERS- *Gallaudet College DC; Kendall Demonstration Elementary School DC; Model Secondary School for the Deaf DC; *National Technical Institute for the Deaf

The report presents information on the costs and operations of Gallaudet College, the Model Secondary School for the Deaf, Kendall Demonstration Elementary School, and the National Technical Institute for the Deaf (NTID). Among findings were that the four institutions serve students having a high degree of deafness. Compared with similar types of schools serving hearing students, Gallaudet and NTID costs per student in school year 1981-82 were considerably higher and student-faculty ratios considerably lower; comparable costs of the secondary school were similar to those of state residential schools for the deaf; the secondary school's enrollment was nearly 100 students below capacity in 1984 while NTID exceeded its capacity by 69 students and had a waiting list of 37 qualified applicants; and in 1983-84, 23% of NTID graduates received their degrees from Rochester, New York, colleges for hearing students. (CL)

ED 259 598 HE 017 991

A Manual for the Evaluation Visit, 1984-85.

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

PUB DATE- 1 Sep 84

NOTE- 56p.; For related documents, see HE 017 989-990.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Evaluation Criteria; Guidelines; *Higher Education; *Institutional Evaluation; Reports; *School Visitation; Self Evaluation (Groups)
IDENTIFIERS- Commission on Institutions of Higher Education; *North Central Association of Colleges and Schools; *Site Visits

A manual for accreditation visiting teams is presented that may also be used by colleges preparing for evaluation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. After describing the role of the visiting team in the Commission's accreditation activities and the selection of the team, steps in planning the visit are discussed. Suggestions for conducting the on-site visit cover areas such as data collection, team meetings, the exit interview, and expenses. Essential elements that should be addressed in writing the report, including the issues that should be covered in the report's recommendations, are also discussed. Attention is also directed to the team's role after the visit in the review processes of the Commission, and aspects of preparing for, conducting, and reporting on a focused evaluation, which is not empowered to make recommendations concerning candidacy or accreditation. The team's role, instead, is to evaluate the area(s) specified in the focus of the visit and to provide a progress report on developments at the college. Included are: a sample evaluation visit summary sheet, a planning checklist for the team chairperson, a sample worksheet for the Statement of Affiliation Status, and a sample title page for the team report. (SW)

ED 259 626 HE 018 507

Austin, Ann E.

Factors Contributing to Job Satisfaction of University Mid-Level Administrators. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Role; Administrators; Age Differences; College Administration; *College Environment; Feedback; Higher Education; Institutional Research; *Job Satisfaction; *Middle Management; Predictor Variables; *Professional Autonomy; Role Perception; Sex Differences
IDENTIFIERS- *ASHE Annual Meeting; Research Universities

Personal, job-related, and environmental factors that might account for academic mid-level administrators' general job satisfaction were studied with a sample of 260 administrators at a large research university. Attention was directed to: personal characteristics (sex, age, number of years employed at the university), perceived job characteristics (autonomy, skill variety, task significance, feedback from the job itself, and opportunities to deal with others); perceived environment characteristics (perceptions of the degree to which the university's environment is cooperative, fair, caring, and characterized by the involvement of professional staff in decision making); and salary level. Based on multiple regression analyses, findings included: age and sex were significant predictors, with older administrators and female administrators more satisfied than younger or male administrators; three job characteristics were significantly associated with job satisfaction (autonomy, skill variety and amount of feedback from the job itself); perceiving the environment as fair was the only environmental characteristic not significantly associated with satisfaction, while perceiving a caring atmosphere at the institution was the most significant environmental predictor. (SW)

ED 259 654 HE 018 535

Karadima, Oscar
Management Information Systems for Faculty Allocations in Institutions of Higher Education: A Case Study for the Universidad de Santiago de Chile.

PUB DATE- 83
NOTE- 263p.; Ed.D. Dissertation, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College Administration; *College Faculty; College Instruction; *Computer Oriented Programs; Decision Making; Departments; Evaluation Criteria; Faculty Development; *Faculty Workload; Feasibility Studies; Foreign Countries; Higher Education; Institutional Research; *Job Analysis; *Management Information Systems; Organizational Change; Program Administration; Research Projects; *Resource Allocation
IDENTIFIERS- Chile; Decision Support Systems; Public Service; *University of Santiago (Chile)

The transformation of the present manual system of data manipulation at the Universidad de Santiago de Chile into a computer-based information system capable of supporting decision making is proposed. The information system would be used to determine the number of faculty required by each academic department, based on the number of weekly hours devoted to academic activities and administrative duties. In order to define and implement the information system, a feasibility study is proposed to collect data about: (1) general characteristics of colleges and universities; (2) academic policies and criteria; and (3) the main activities performed by academic departments (instruction, research, creative work, community service, faculty development, and academic/administrative tasks. In addition to a glossary, definitions of terms and instructions for filling out forms are provided. Flowcharts describe the way that information is collected from the sources, processed by electronic devices, and delivered to users to support decision making. A review of the literature on governance, administration, planning models, and management information systems of higher education institutions is included, along with an extensive bibliography. (SW)

ED 259 668 HE 018 549

Gill, Wanda E.
The Need for a Special Services Project at Bowie State College.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Academic Aptitude; Accessibility (for Disabled); Ancillary School Services; *Black Colleges; Black Students; *College Students; *Developmental Studies Programs; Grade Point Average; Higher Education; *High Risk Students; *Low Income Groups; *Minority Groups; Remedial Instruction; Skill Development; State Colleges; Student Adjustment; Student Attrition; Study Skills; Tutoring
IDENTIFIERS- *Bowie State College MD; Special Services for Disadvantaged Students

Information is presented to demonstrate that Bowie State College could benefit from support to the Special Services for Disadvantaged Students Project (Special Services). In spring 1983, 73.7 percent of the 1,619 undergraduates were black. The mean Scholastic Aptitude Test (SAT) verbal score for 1982 incoming female freshmen was 287, compared to 306 for male freshmen. Mean SAT mathematics scores for females and males were 312 and 351, respectively. A total of 55.8 percent of all freshmen indicated a 2.5 or below grade point average during high school. Sixty percent of the 1982-1983 undergraduates received financial aid, and approximately 75 percent of freshmen were first-generation college students. Special Services participants need content area tutoring, academic assistance in reading and writing, study skills training, and advising concerning registration and campus life. The college also has programs for the handicapped, including early registration, sign language interpretation, notetaking, counseling, and equipment loans. However, funds from the state specifically designated for the handicapped are needed. Information is included on: attrition rates for Special Services students, freshmen students, and all students; income levels of counties from which the college draws students; and proposed new academic programs. (SW)

ED 259 681 HE 018 609

Nidiffer, Leone R.

Planning, Establishing and Operating A Successful Off-Campus Center: The Role of Institutional Research. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; *Educational Demand; Enrollment Trends; Higher Education; Institutional Research; Majors (Students); *Needs Assessment; *Off Campus Facilities; *Program Implementation; *State Universities; Student Characteristics
IDENTIFIERS- *AIR Forum; *California State University Hayward

The Office of Institutional Research's role in planning and operating an off-campus center for California State University (CSU), Hayward, is described. Although the center would promote enrollment of nontraditional students, the planning and operating decisions are applicable to other higher education activities. Needs assessment for the center was based on data on demographics and student migration within the CSU system, as well as student characteristics and enrollment patterns for Hayward campus. A mail survey of county residents identified perceived needs for an off-campus center and measured interest in degree programs and preferred types of scheduling and instructional formats. The survey allowed for the responses of two people to take into account different educational needs and opinions of individual household members. Respondents could indicate the major they would select for degree programs. Of 2,387 surveys returned, over 1,600 contained hand written comments, and 51 percent indicated they would definitely attend the center. Information is provided on: characteristics of interested respondents and students who actually enrolled, the task of projecting enrollments and selecting degree programs, enrollments at the center in the third year of operation, and majors offered. (SW)

ED 259 806 JC 850 441

Hammond, Leigh H.; Porter, G. Herman
Follow-Up Study of 1981-82 Students: North Carolina Community College System.
North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.
PUB DATE- Jul 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Transfer Students; *Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Questionnaires; State Surveys; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- *North Carolina

A follow-up study was completed of 9,313 of the 12,822 individuals who had completed or graduated from vocational and technical programs in the North Carolina community college system. The study focused on educational plans and objectives when entering the community college; achievement of objectives; current educational and employment status; preparation provided by the community college for employment or further education; education-work relationship; and assessment of courses, services, and total college experience. Study findings included the following: (1) 71% of the graduates reported that their training was related to their present occupation; (2) 80% reported having obtained their educational objectives; (3) of the respondents who had failed to meet their educational objective, 15% indicated they had conflicting job hours, 11% had obtained a job, and 13% had changed their educational goal; and (4) of the respondents who were not working in a field related to their college training, 38% had not been able to find a related job. Item-by-item response data and the questionnaire are provided. (AYC)

ED 259 520 EC 180 256

Shaw, Lorraine E.; Gallegos, Tonya D.

A Parent's Guide to the Easter Seal Society Respite Care Co-op.

Easter Seal Society, Costa Mesa, CA. Orange County Regional Office.
PUB DATE- Jun 85
NOTE- 49p.
AVAILABLE FROM- Easter Seal Society-Orange County Regional Office, 151 Kalmus Drive, F-3, Costa Mesa, CA 92626 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Parent Education; Parent Materials; *Program Development; Recordkeeping; *Respite Care

The paper describes a respite care cooperative in Orange County, California in which parents of handicapped children help other parents by providing a break from continuous care. The model features ongoing training and no cost for services. Goals and principles of the program are delineated, and procedures regarding such aspects as application process, confidentiality, first aid requirements, insurance, job descriptions, meals, and recordkeeping are noted. Parents earn respite time for themselves by providing respite to other families. Appended materials include an example of a respite ledger, discussion of first aid training, and sample respite forms. (CL)

ED 259 568 FL 015 130

Harris, John

The Polylectal Grammar Stops Here. CLCS Occasional Paper No. 13.

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Problems; *Dialects; English; *Grammar; *Interlanguage; Linguistics; *Mutual Intelligibility; Spanish; Structural Analysis (Linguistics)

An examination of the extent to which the polylectal grammar, a unified grammar constructed by a listener that subsumes the dialect differences that he has to cope with in a multidialectal situation, is an appropriate means of modelling listeners' receptive command of dialects other than their native one presents evidence that cross-dialectal misunderstandings involving speakers of standard English and speakers of Hiberno-English can be considered symptomatic of a deep-seated structural mismatch between particular grammatical subsystems in the two varieties. It is proposed that for at least some speakers there is little or no awareness of major structural divergences, and that these kinds of misunderstandings should be examined for insights into the strategies that speaker-hearers use in cross-dialectal communication. It is suggested that these and other findings from the literature support the assumption that 100% correct identification of structural cues in utterances is not a necessary prerequisite to viable communication between speakers of different dialects. (Author/MSE)

ED 259 584 FL 015 148

LeBlanc, Raymond; Painchaud, Gisele
Self-Assessment as a Placement Test.
PUB DATE- Apr 85
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *College Students; English (Second Language); Foreign Countries; French; Higher Education; Language Proficiency; Questionnaires; *Second Language Instruction; *Self Evaluation (Individuals); *Student Placement; *Test Reliability; *Test Validity
IDENTIFIERS- Canada

An examination of the applicability of self-assessment as a tool for student placement in foreign language instruction focused on: (1) the ability of first-year university students to assess their performance level in the second language through a self-assessment questionnaire; (2) the quality of the questionnaire itself and its potential for improvement; and (3) the real effects of using a self-assessment questionnaire for student placement. The subjects were 200 students of French as a second language and 200 students of English as a second language, all randomly selected. For the first issue, a questionnaire developed for this purpose and covering the four language skill areas was administered with a proficiency test for comparison. It was found that students could assess themselves but that the instrument needed improvement. A test of the questionnaire itself revealed that more consideration of the specific language use situation would improve the instrument. For the third phase of the study, the results of only the self-assessment questionnaire were used to place students, and the rates of change from initial placement were compared with the rates of change from placement made in the previous year using the proficiency test. A lower rate of transfer was found with the use of the self-assessment instrument for placement. The instrument is found to be useful in certain situations, although some further revisions are recommended. (MSE)

ED 259 709 IR 011 741

Denton, Jon J.; And Others
Assessing Instructional Strategies and Resulting Student Attitudes Regarding Two-Way Television Instruction.
PUB DATE- 82
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; Comparative Analysis; *Delivery Systems; Higher Education; Interaction; *Intermode Differences; *Lecture Method; *Medical Education; Medical School Faculty; Medical Students; *Student Attitudes; Television; Worksheets
IDENTIFIERS- *Two Way Television

Designed to compare instructional strategies and effectiveness of medical school faculty using both in-person and two-way television delivery systems, this paper presents classroom observation data obtained from presentations by seven faculty members of the College of Medicine at Texas A&M University over a 9-month period. It includes a comparison of the instructional strategies used by faculty using alternative delivery systems and presentations, and collects affective information on and from students regarding the merits and limitations of two-way television as an instructional delivery medium. The procedures for collecting data are stated (Classroom Observation System) and illustrated by a sample coding sheet. Analysis of the data showed that, in general, medical students favorably reviewed the quantity of information presented, the presentation style of the professor, and the technical quality of televised presentations. However, they were not so satisfied with the ease of note taking during two-way televised presentations, and they expressed less interest in topics presented via two-way television. The document concludes with a recommendation for further instructional application of television, especially when obstacles such as travel and time are considerations. (JB)

ED 259 736 IR 051 161

IFLA General Conference, 1984. General Research Libraries Division. Section on National Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 90p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Foreign Countries; Information Science; Information Sources; *International Organizations; Library Associations; *Library Cooperation; *Library Role; *Library Services; *National Libraries; Program Descriptions; Public Libraries; Reading Habits; School Libraries; Serials

IDENTIFIERS- Asia (East); Asia (Southeast); China; Greece; Norway; USSR

Papers on national library services and activities which were presented at the 1984 IFLA general conference, include: (1) "The Role of National Libraries of the Soviet Union in Reading Promotion" (N. S. Kartashov, USSR); (2) "Regional Library Cooperation in East and Southeast Asia--A Japanese Overview" (Takayasu Miyakawa, Japan); (3) "Window of Chinese Libraries--A Brief Sketch of Bulletin of China Society of Library Science, the Learned Journal of Chinese Libraries" (Yuan Yongqiu, China); (4) "Central Service to Public and School Libraries in Norway" (Harald Granheim, Norway); and (5) "The Basis of Library and Information Services for National Development: Library and Information Systems and Services in Greece" (Joanna Polydorou, Eleftheria Halvadakis, and Efi Kavalierou, Greece). (THC)

ED 259 763 JC 850 263

Roxbury Community College's Transfer Opportunity Program: Narrative Summary.

Roxbury Community Coll., Boston, MA.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 31 May 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Minority Groups; Program Descriptions; Student Personnel Services; *Transfer Programs; Two Year Colleges; Two Year College Students; *Urban Education
IDENTIFIERS- *Urban Transfer Opportunities Program

In 1983-84, Roxbury Community College (RCC) received two grants to enhance transfer opportunities for RCC students, institute curricular reforms, and improve articulation with neighboring colleges. The first year achievements of RCC's Transfer Opportunity Program included: (1) projects undertaken by RCC's Faculty Work Group (e.g., the preparation of developmental mathematics modules, the development of a "General Science Concepts" course, the design of a developmental skills program, the pilot testing of a Summer Enrichment Program, and the improvement of faculty advising; (2) a transfer follow-up study; (3) "Life after RCC" transfer workshops; (4) articulation agreements with neighboring private colleges; (5) a summer consultation with local colleges to improve curriculum alignment; and (6) the formation of a transfer opportunities advisory committee and a minority retention consortium. Of the project's six general objectives (i.e., foster curriculum development, decrease student attrition, increase coordination and planning, expand faculty advising responsibility, increase student services assistance, and develop articulation agreements), four were actively pursued and plans for addressing the unfinished objectives and sustaining the curriculum development efforts and other project activities were formulated. Additional detailed information on the Transfer Opportunities Program activities is appended. (EJV)

ED 259 777 JC 850 409

Carter, Sandra; And Others
Reading & Writing Across the Curriculum.
Department of Education, Washington, DC.
PUB DATE- Jun 84
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Instruction; Community Colleges; *Content Area Reading; *Content Area Writing; *Interdisciplinary Approach; *Reading Instruction; Teaching Methods; Two Year Colleges; *Writing Instruction

Designed to assist instructors at Miami-Dade Community College in the implementation of a reading and writing across the curriculum effort, this resource book provides information and instructional materials to help in the design of writing and reading learning strategies for the classroom. The writing portion of the book begins with a statement concerning the importance of writing, and responds to a series of questions about a cross-disciplinary approach to writing instruction and students' writing skills. A discussion of writing as a thought process that facilitates learning is followed by brief descriptions of other writing across the curriculum programs in the United States. Next, short, frequent writing strategies are suggested, guidelines for selecting and working with peer tutors are provided, and special suggestions for math instructors are presented. Ways of making and responding to writing assignments are explored next, followed by a discussion of alternatives to letter grades and of graded writing assignments. The section concludes with a list of support services available to the instructor and a bibliography. The reading section begins with a question and answer introduction to reading across the curriculum, offers information about textbook readability, and explains textbook structure. Next, strategies for learning the important ideas from textbooks are suggested, such as graphic organizers, semantic mapping, and vocabulary learning techniques. The next section discusses the factors that distinguish scientific/technical reading from reading in other subjects. Suggestions for giving reading assignments are followed by test-taking guidelines. Appendices include information on word roots and affixes and a bibliography. (AYC)

ED 259 835 PS 015 153

Baroody, Arthur J.
Early Addition Estimates: Retrieval or Problem Solving?
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 85
NOTE- 57p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- NICHD-HD-16757-02; NICHD-HD-16757-03
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; Cognitive Processes; Elementary Education; Elementary School Mathematics; *Estimation (Mathematics); Kindergarten Children; *Mathematics Skills; *Memory; Mental Retardation; Models; Pretests Posttests; *Problem Solving; Screening Tests; Semantics
IDENTIFIERS- Critical Analysis; *Retrieval (Memory)

Limitations of the retrieval strategy dimension of Siegler's (1982, 1984) distributions-of-associations model of young children's estimation of sums are delineated, an alternative model is described, and findings of two studies designed to test key assumptions of the models are reported. In Study 1, kindergarten children with normal IQ and no formal arithmetic training were screened on prearithmetic skills, pretested 20 times over the course of 8 weeks on a set of problems to estimate their distributions of associations, given intensive arithmetic training for 8 weeks, and posttested. Transfer of learning was also assessed. Results provided little evidence of learning over the 20 repetitions of pretest problems. Pretest distributions of associations did not provide a good indication of how the children responded on the posttest. In Study 2, 30 moderately or mildly retarded subjects between the approximate ages of 6 and 20 were screened and tested to estimate their distributions of associations with a set of 16 basic addition combinations administered 20 times in seven or eight sessions over a period of 1 month. Results were similar to those from the kindergarten children, but mentally handicapped children tended more than kindergarten children to use one or two strategies that accounted for a large proportion of their responses. It was concluded that children's earliest estimates are not drawn randomly from all known numbers and that computing experience is insufficient to account for the type of estimation errors occurring before mastery of basic number combinations. (RH)

ED 259 878 SE 045 140

Cole, Leslie
Hazardous Materials Emergency Response Training: The Colorado Training Institute. Innovations.
Council of State Governments, Lexington, Ky.
REPORT NO.- RM747
PUB DATE- Sep 84
NOTE- 12p.
AVAILABLE FROM- The Council of State Governments, P.O. Box 11910, Iron Works Pike, Lexington, KY 40578 ($4.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Hazardous Materials; Industry; *Program Descriptions; *Safety; Safety Education; *State Programs; Training; *Training Objectives; *Transportation
IDENTIFIERS- *Colorado Training Institute

The Colorado Training Institute (CTI), established in 1980, is a non-profit, instructional program devoted to promoting hazardous materials safety through education. It has trained over 3,000 emergency response personnel and industry officials and is a unique example of the private and public sectors working together to protect the public from injury, death, or other losses resulting from the transportation of hazardous materials. This document provides background information on the CTI and descriptions and objectives of four CTI training programs: a 3-day hazardous materials awareness seminar; a 2-week hazardous materials training course; a 5-day shippers and carriers seminar; and a 5-day course which includes seminars on inspection and compliance of cargo tanks and commercial vehicles. Descriptions of training programs in Georgia, Pennsylvania, and Wisconsin, as well as descriptions of state training for hazardous materials emergency response and the duties and location of state emergency response teams are also provided. It is pointed out that the role of the states in hazardous materials regulation, coupled with limited funds, has pressured states to find innovative and more coordinated approaches to enforce regulations and provide adequate training, and that CTI is a good example of one state's response to meeting this need. (JN)

ED 259 487 EC 180 223

McCollum, Jeanette A.

Depicting Developmental Change in the Degree and Direction of Interdependence within Dyadic States: Application to a Dyad with a Baby with Down Syndrome.

PUB DATE- Apr 85

NOTE- 12p.; Paper presented at the poster session of the Conference of the Society for Research in Child Development (Toronto, Canada, April, 1985). Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Downs Syndrome; Evaluation Methods; Infants; *Interaction; Mothers; *Parent Child Relationship

The paper describes the use of the z-score (an approach to predicting one member's behavior from the other's) for constructing a visual picture of the reciprocal interplay between an infant and caregiver. The approach taken was to divide the comparison of conditional to unconditional probabilities into four sets of scores and then to plot them together for visual analysis. Results of a dyad containing a Down Syndrome baby show that the baby spent more time looking at a toy than at the mother, while the mother looked more at the baby's face at younger ages and at the toy at the older ages. The analysis allows inspection of changing relationships over time and over settings. In general, the analysis suggested that the mother's gaze behavior was more dependent on the baby's than vice versa and that interdependence was generally more consistent in play than in instructional situations. Five figures are appended. (CL)

ED 259 641 HE 018 522

McCarty, Donald J.; Reyes, Pedro

Models of Institutional Governance: Academic Deans' Decision-Making Patterns as Evidenced by Chairpersons. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; Administrator Characteristics; *Decision Making; *Department Heads; *Governance; Higher Education; *Leadership Styles; Models; Role Perception
IDENTIFIERS- *ASHE Annual Meeting; Research Universities

The perceptions of department chairpersons concerning the leadership roles of academic deans in several schools/colleges of a major research university were identified, based on interviews with 55 chairpersons. The typical chairperson was male, from the College of Letters and Science, had served for about 4 and one-half years, was a full professor, was about 50 years old, and had served at the institution for about 18 years. Of the 55 chairpersons, 49 were not interested in being a dean for such reasons as commitment to teaching and research and the unpleasantness of administrative work. Some respondents offered reasons why other individuals might like to be dean even though they would not, including the opportunity to have influence in shaping the direction of the college. Chairpersons did not conceive of the dean as a powerful and bureaucratic administrative figure. Over 80 percent of the interview protocols pictured the deans as responding primarily to departmental initiatives. Deans were perceived to govern in a variety of ways. While bureaucratic position enabled the dean to follow a rational decision-making model, the traditional doctrine of freedom in teaching and research supported a collegiality model of academic governance. Also relevant was the political governance model, which recognizes inevitable conflicts that arise. (SW)

ED 259 695 IR 011 726

Rodenstein, Judith, Ed.
High Tech. High Technology in Vocational Education. Training Programs for Emerging Occupations.
Wisconsin Univ., Madison. Vocational Studies Center.
PUB DATE- 84
NOTE- 938p.
AVAILABLE FROM- Vocational Studies Center, 1025 West Johnson, Room 964, Madison, WI 53706 ($36.00 per copy; quantity discounts are available).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biomedical Equipment; Computers; *Occupational Information; Program Descriptions; *Technical Education; Technical Writing; Telecommunications; *Vocational Education; Vocational Education Teachers; *Vocational Schools

This publication represents the collaborative efforts of vocational educators who are involved in the planning and teaching of high technology training programs. It contains a series of reports and profiles which illustrate the diversity of high technology programs in vocational education institutions and the variety of approaches that can be used to train workers for high technology related occupations. Twenty-seven institutions that offer high technology training programs are listed, and each profile begins with the name of the program, address, telephone number, contact person, degree granted, and the year the program began. Also included are the history of the program, role of the advisory committee, the curriculum, equipment needed for the program, and faculty and placement information. Eight occupational clusters are represented: (1) biomedical (3 programs); (2) laser technology (1 program); (3) telecommunications (2 programs); (4) manufacturing and servicing technology (7 programs); (5) computer-assisted design/drafting (CAD) (4 programs); (6) computer numerical control (CNC) (2 programs); (7) robotics (4 programs); and (8) information processing (1 program). Additional miscellaneous programs described include technical writing, precision inspection, and non-destructive examination. Appendices provide information on programs impacted by technology and high technology, existing high technology programs in vocational education listed by program area and state, and a glossary of robotics terminology. (JB)

Bamberger, Nancy J.
Videotex Production: A Case Study. Report Number Two of the Electronic Text Report Series.
San Diego State Univ., CA. Center for Communications.
SPONS. AGENCY- Electronic Text Consortium.
PUB DATE- 84
NOTE- 27p.; For related documents, see IR 011 729, IR 011 772-774, IR 011 802-803, and ED 255 181. The program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Computers; Electronic Equipment; Flow Charts; Higher Education; *Information Networks; Information Services; *Instructional Development; Learning Modules; Money Management; *Production Techniques; *Telecommunications; *Videotex
IDENTIFIERS- *Electronic Text; Personal Finance

Designed to serve as written guidelines for the production of videotex materials, this case study of a San Diego State University videotex production on personal finance provides a producer's perspective on the problems, opportunities, and challenges associated with the creation of videotex materials. A review of creative design decisions is included which describes the options available as well as the constraints imposed by system software, financial resources, and production timelines. The following production issues occupy much of the report: (1) the necessity for understanding the computer and delivery system; (2) an assessment of the target audience; (3) the approach to topic information gathering (in this case, the popular magazine model); (4) determining the unit size; (5) the selection of specific topics to include in each module; (6) flowchart development; (7) writing for the screen; (8) graphics design; and (9) software limitations. Also included are sample visuals that illustrate key points stressed in the paper. These include pre-production flowcharts, examples of screen writing, and presentation of graphic themes. (JB)

Tocatlian, Jacques

Promotion of Information Technology Applications in Third World Countries: PGI's Role.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- UNESCO/BIE/DOCINF/INF.2
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985). For related documents, see IR 051 190-196.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Computer Software; *Developing Nations; *Information Science; *Information Systems; *International Cooperation; *International Organizations; Policy; Political Influences; Socioeconomic Influences; *Systems Development; Technical Assistance; Telecommunications
IDENTIFIERS- Educational Information; *General Information Programme; Unesco

This overview of the role of the General Information Programme (PGI) in Major Program VII: Information Systems and Access to Knowledge, one of 14 major Unesco program areas for the period 1984-1989, includes the goals of the program, a review of issues and problems in the area of information technology applications in developing countries, and a description of PGI activities in this area. It is noted that the program has been designed to (1) facilitate general access by and flow of information among member states, especially the developing countries, for supporting their development program; and (2) to enhance the capacity of member states to exchange, store, process, and use information in their development activities. Issues and problems discussed are concerned with management of database and information systems development; hardware options; software options; data communication facilities; national socio-political, economic, and cultural factors; and information policy. The role of PGI is then described in the context of a general framework of activities; overall strategies for increasing awareness, training of specialists, and infrastructure projects incorporating information technology; and examples of activities for promoting information technology applications in developing countries vis-a-vis the problems and issues enumerated in the previous section. This paper based on a presentation by Jacques Tocatlian includes a brief reference list. (BBM)

ED 259 792 JC 850 426

Campbell, William E.; Smith, Marilynn P.

Current Student Survey Report. Part 1: Student Evaluation of Montgomery College; Part 2: Educational Goals and Reasons for Attending Montgomery College; Part 3: Student Preferences on Class Scheduling; Part 4: Communicating with Students about Montgomery College; and Part 5: Demographics of Students Attending Montgomery College.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

PUB DATE- 85

NOTE- 238p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Choice; Community Colleges; Educational Assessment; Institutional Evaluation; Needs Assessment; Participant Satisfaction; Questionnaires; *Scheduling; School Surveys; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Montgomery College MD

This five-volume study report presents the methods and findings of a fall 1983 survey of current students at Montgomery College (MC). Part 1 focuses on students' evaluation of college activities, services, and facilities; perceptions regarding the difficulty of their course work and the accuracy of final grades; assessment of the college catalog and class schedule; and rating of college goals. Part 2 looks at the educational goals of MC students and their reasons for choosing and attending the college. In part 3, student responses concerning most and least convenient times for classes, preferred schedules, and interest in telecourses are analyzed by campus, by full-/part-time status, by racial/ethnic status, by credits transferred, by residence, and by sex. Part 4 provides the following information concerning MC students: knowledge about MC, television channels and radio stations watched/listened to by respondents, time of television viewing/radio listening, perceptions regarding the need for student photo identification cards, and information needs. Finally, part 5 provides information on student demographics, focusing on education completed, employment status, type of work, household income, sources of money for college, time at current address, and commuting patterns. The questionnaire is included. (LAL)

ED 259 850 RC 015 259

Thompson, Marie; Tippeconnic, John
Selected Dissertations in Indian Education (from 1972 through 1980). Indian Education Resource Paper.
Arizona State Univ., Tempe. Coll. of Education.
PUB DATE- Feb 81
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; American Indian Culture; *American Indian Education; American Indians; *Doctoral Dissertations; Educational Administration; Educational Needs; Educational Research; Elementary Secondary Education; Federal Legislation; Higher Education; Information Sources; Language; Postsecondary Education; Research Tools; Self Concept; Values
IDENTIFIERS- *Educational Issues

Compiled to identify past research in Indian education, generate future research topics, and provide students, parents, and educators with access to such materials, this resource index lists 128 doctoral dissertations completed between 1972 and September 1980 and addressing various aspects of Indian education. Each entry includes dissertation title, author, degree granting academic institution, date, pagination, and Dissertation Abstracts International (DAI) number. Entries are arranged alphabetically by title under 32 subject headings. Subject categories and number of dissertations listed under each topic are: academic achievement (11), administration (8), adult education (3), art education (1), attitudes of parents and students (8), bilingual education (1), careers (2), communication skills (2), counseling (1), creativity (1), culture (9), curriculum (5), educational needs (6), federal legislation (4), federal schools (2), higher education (17), issues in Indian education (3), language (15), math education (1), music education (2), physical fitness education (1), preschool education (3), self-concept and values (8), student rights and responsibilities (1), teacher aides (2), Teacher Corps (1), teacher education (2), teacher evaluation (1), teacher orientation (1), testing techniques (3), urban Indian education (1), and vocational education (2). Abstracts of each dissertation appear in DAI and can be obtained from University Microfilms International using the attached order form. (NEC)

ED 259 552 FL 015 066

Freifeld, Art
1,000 Plus Picture Dictionary.
American English Inst. of Understanding, Staten Island, NY.
REPORT NO.- ISBN-0-916177-06-08
PUB DATE- 85
NOTE- 102p.; Parts of document printed on colored paper.
AVAILABLE FROM- American English Publications, 356 Dongan Hills Ave., Staten Island, NY 10305 ($3.95 plus $1.05 postage; supplementary exercises $1.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Class Activities; Dictionaries; Elementary Secondary Education; English; Indexes; Limited English Speaking; Visual Aids; *Vocabulary

A picture dictionary of English vocabulary contains over 1,000 commonly-used words with illustrations, an index, and a list of 101 suggested classroom activities using the dictionary. (MSE)

ED 259 821 PS 014 871

Davidson, Howard A.
Periodic Judicial Review of Children in Foster Care: Issues Related to Effective Implementation.
American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.
PUB DATE- Sep 80
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Problems; *Adoption; *Federal Legislation; *Foster Care; *Program Development
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980; *Court Review; Placement (Foster Care)

In 1974, the National Council of Juvenile and Family Court Judges initiated a special project to promote, in courts throughout the country, periodic review of the status of all children in foster care. This paper explains the development of these judicial review systems, describes several alternative review mechanisms, and discusses key issues related to the successful implementation of court monitoring of the status of all children in foster care. In addition, the expected impact of a new Federal law germane to this subject, the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272), is briefly analyzed. Concluding remarks suggest that periodic court review is an excellent mechanism to assure that public agencies legally responsible for children in foster care plan effectively to meet those children's long-term, permanent needs. With the help of a properly functioning judicial review process, harms perpetrated by child welfare systems on children and parents can be corrected. (RH)

ED 259 504 EC 180 240

Haring, Thomas G.; And Others

The Effects of Peer Tutoring and Special Friend Experiences on Nonhandicapped Adolescents.

Marin County Office of Education, San Rafael, CA.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 84

NOTE- 20p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).

GRANT- G008104154

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Autism; *Friendship; High Schools; *Interaction; Peer Relationship; *Peer Teaching; *Student Attitudes

The study examined attitude change among 27 nonhandicapped high school students toward 9 severely handicapped autistic peers following two types of direct contact programs, one of a tutorial nature and one of a noninstructional, friendship nature. Ss were randomly placed in one of three experimental groups: tutorial, friendship, or no-contact control. Pre- and posttests on an attitude survey, a 5 minute behavior probe measuring duration and type of interactions, and interviews with each participant were conducted. Findings revealed that contact resulted in a significant increase in amount and type of interaction with handicapped peers during noninstructional periods. Slight differences were found in willingness to interact as indicated by behavioral observations between special friends and peer tutors, but the differences were not significant. Overall, both the peer tutor and special friends program were successful, as evidenced from interview and observation data, in promoting more positive interactions. (CL)

ED 259 521 EC 180 257

Evangelista, Nancy J.; And Others
From Institution to Community Residence: Assessing Environments for Retarded People.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychiatric Association (92nd, Toronto, Canada, August 24-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Deinstitutionalization (of Disabled); *Evaluation Methods; *Group Homes; *Mental Retardation; *Program Evaluation; *Residential Programs; Theories

Four comprehensive approaches to assessing living environments for retarded persons are described. The Residential Management Survey (by McLain, Silverstein, Hubell, and Brownlee) is an approach to evaluating whether a facility is either resident-oriented or institution-oriented. An ecological approach to group behavior (by Landesman-Dwyer) is described, followed by the normalizing philosophy of the Program Analysis of Service Systems (by Wolfensberger and Glenn). The Multiphasic Environmental Assessment Procedure (by Moos and Lemke) features an environmental theory which considers both physical and social forces operating within a setting. Comparisons of the four approaches are made for administration time, components of the environment measured, and theoretical bases. (CL)

ED 259 599 HE 018 158

Grover, Paul L.; And Others
Activities and Trends in Offices of Research in Medical Education, 1979-1984.
PUB DATE- Jan 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; *Educational Objectives; Educational Research; *Educational Trends; Faculty Development; Financial Support; Higher Education; Institutional Research; Instructional Development; *Medical Education; *Medical Schools; Program Evaluation; *Research Projects; School Organization; School Surveys; Trend Analysis
IDENTIFIERS- Canada; *Institutional Mission; *Offices of Research in Medical Education; United States

Changes within Offices of Research in Medical Education are reported, based on surveys conducted in 1979 and 1983. Thirty-nine of 53 offices responded. Most were state-supported institutions: 32 were U.S. medical schools, and 7 were Canadian schools. Office directors provided information on goals, organizational relationships, funding, effort devoted to various educationally-related activities, and current research endeavors. Content analysis of 175 reported active research projects was undertaken. Findings indicate that despite only modest increases in budget since 1979, offices have expanded both their research efforts and their involvement in faculty development. A slight reduction in average number of staff occurred. Based on content analysis of mission statements, it was found that 51 percent of the offices had educational research as one of their stated missions, while 44 percent cited faculty development among their missions. Effort devoted to research activity increased, while there was a decline in the percentage of effort devoted by professional staff to direct teaching, instructional development, educational support services, and program evaluation. The thrust of research activity focused on applied areas such as clinical reasoning/problem solving. (SW)

ED 259 613 HE 018 494

Lundy, Katherina, L. P.; Warme, Barbara D.
Part-Time Faculty: Institutional Needs and Career Dilemmas. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Employment Level; *Faculty College Relationship; Higher Education; Institutional Research; *Job Satisfaction; Needs Assessment; Occupational Aspiration; *Part Time Faculty; *Teacher Attitudes; Teacher Morale; Teacher Salaries; *Teaching Conditions; Teaching Load
IDENTIFIERS- *ASHE Annual Meeting

Perceptions concerning part-time teaching by part-time faculty at a large metropolitan university were studied. The respondents were divided into two groups: those who wished to teach part-time (the willing) and those who were teaching part-time because of their inability to find full-time work (the reluctant). In addition to questionnaire responses from 253 part-timers, in-depth interviews were conducted with 12 respondents. Attention was directed to: reasons for teaching part-time, perceived advantages/disadvantages, career expectations, job and career satisfaction, and commitment to the university and to respondents' professional discipline. Reluctant part-timers felt they were at the bottom of the university system, since they received fewer material rewards than full-time faculty, taught more than a full course load, and had little time for research and publishing and little access to research funds. For willing part-timers, the joys of teaching, the opportunity to keep up in one's field, and the prestige of association with the university outweighed the low pay and low status of part-time work. Views of academic deans who were willing or reluctant to use part-time faculty were also identified in a related study. (SW)

ED 259 627 HE 018 508

Cameron, Kim S.
Cultural Congruence, Strength, and Type: Relationships to Effectiveness. ASHE 1985 Annual Meeting Paper.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College Administration; *College Environment; Colleges; *Governance; Higher Education; *Institutional Characteristics; Organizational Climate; *Organizational Effectiveness; Power Structure; *School Organization
IDENTIFIERS- *ASHE Annual Meeting

The relationship between the congruence, strength, and type of organizational culture and organizational effectiveness was studied, based on questionnaire responses by 3,406 administrators, faculty department heads, and trustees from 334 colleges and universities. Respondents rated the extent to which certain characteristics were present at their school as well as the extent to which four organizational culture types (clan, adhocracy, hierarchy, or market cultures) were dominant. In addition to rating organizational effectiveness on nine dimensions, respondents rated structural, strategic, decision-making, and environmental dimensions and made similarity ratings of scenarios. For example, if a respondent gave the most points to the scenario indicating a clan type culture, identified the leader as a facilitator/mentor, indicated that bonding occurred on the basis of loyalty, and that strategic emphases focus on human resources, the organization was identified as having a congruent culture. No significant differences in organizational effectiveness were found between schools with congruent or incongruent cultures. Schools with strong cultures were no more effective than schools with weak cultures. However, the type of culture at the school appeared to be more important in accounting for effectiveness than congruence or strength. (SW)

ED 259 655 HE 018 536

Karadima, Oscar

Strategic Planning for Institutions of Higher Education: A Content Analysis for the Universidad Tecnica del Estado Planning System.

Santiago Univ. (Chile).
PUB DATE- Jun 85
NOTE- 41p.; Prepared by the Departamento de Planificacion.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Campus Planning; College Faculty; College Instruction; *College Planning; *College Programs; Educational Facilities; Educational Policy; Enrollment Trends; Evaluation Criteria; Extension Education; *Foreign Countries; Higher Education; Labor Market; *Multicampus Colleges; Program Costs; Research Projects; School Funds; School Organization
IDENTIFIERS- Chile; Strategic Planning; *University of Santiago (Chile)

Ten-year development plans of each of the eight campuses of the Universidad de Santiago de Chile, formerly called Universidad Tecnica del Estado, are evaluated, using content analysis. In addition to narrative descriptions, diagrams illustrate the features of each plan, which covers the period 1983-1993. Topics covered by the plans were grouped into 15 categories: campus organization; current programs, enrollments, faculty, and facilities; prior criteria for the planning process; economic resources; teaching; majors or career programs offered and costs; 10-year academic projections; the number of vacancies available for student enrollment in each major; job market; research; extension and community services; physical culture and recreation; physical plant; Chilean educational situation; and educational policies made by other institutions in drawing up their development plans. Charts show the results of the content analysis for each campus and for subcategories under each of the 15 categories. The depth to which each campus considered each item is indicated using a six-code scheme. This approach promotes comparisons among the campuses and assesses the needs of each campus. An important consideration is whether the subjects have been considered in a homogeneous way by every campus. (SW)

Spiro, Louis M.; Campbell, Jill F.
A Preliminary View of the Quality of Decision-Making in the Benchmark Year of 1984. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *College Administration; *Decision Making; Governance; Higher Education; Institutional Research; *Interprofessional Relationship; Models; Political Influences, Professional Autonomy; *Researchers
IDENTIFIERS- *AIR Forum; *Groupthink

Perceptions of college institutional research directors concerning the quality of executive decision making at their institutions were studied. Perceptions were assessed using a theoretical model of Groupthink developed by Janis, who postulates that a high amount of environmental stress should lead to a greater degree of "sticking-together" by the executive committee. In addition to examining the usefulness of this model for higher education, the analysis promotes understanding of the political nature of information and the role of the professional in a variety of organizational contexts. Sixty percent of the sample were from public institutions, while 40 percent were from private schools. Respondents' perceptions describe existing decision-making quality levels, characteristics of institutions, and the existence of preventive techniques that can encourage improved outcomes. Ratings of enrollment, staffing, and resource changes from 1979 to 1984 were developed to examine the level of environmental stress at each institution. Group indexes were developed for five areas: environmental stress, executive cohesion level, symptoms of Groupthink, defects in decision making, and Groupthink prevention techniques. Results validate the theoretical model of Groupthink in an educational context. (SW)

ED 259 807 JC 850 442

Carleo, Susan
Cost-Effectiveness Analysis of the Los Angeles Community College District's Retraining Program.
Los Angeles Valley Coll., Van Nuys, Calif.
SPONS. AGENCY- Los Angeles Community Coll. District, Calif.
PUB DATE- 10 Jun 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Community Colleges; *Cost Effectiveness; *Faculty Development; *Inservice Teacher Education; Program Costs; Program Effectiveness; Program Evaluation; *Retraining; Two Year Colleges

An analysis is provided of three alternative solutions to the problem of overstaffed departments and underutilized faculty in the Los Angeles Community College District (LACCD). After providing a brief history and background to the staffing problems facing the district, section I examines three alternative solutions: (1) maintaining the status quo, assuming that retirements and resignations will solve the overstaffing situation without any specific action being taken to correct the problem; (2) retraining the underutilized faculty to team teach with another faculty member in a discipline where a faculty shortage exists through activities such as mentoring, continuing professional education to complete a degree, or retraining in a new field; and (3) firing the full-time faculty who are no longer needed. Finally, section I describes participants in LACCD's retraining program, who were recruited from the overstaffed Physical Education Department. Section II provides an analysis of the costs and benefits of the three alternatives, concluding that the retraining option represents a more cost-effective alternative than maintaining the status quo; and that while the firing option appears cheaper in dollars, the political and human sacrifice factors make it a costly alternative. The paper concludes with a discussion of additional concerns about the retraining program. (AYC)

ED 259 864 RC 015 396

Haines, Roberta M., Comp.; And Others
Native American-Eskimo Media Skills Handbook.
Montgomery County Public Schools, Rockville, MD. Dept. of Instructional Resources.

PUB DATE- 85
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; Alphabetizing Skills; American Indian Education; American Indian Literature; *American Indians; *Basic Skills; Dictionaries; Elementary Education; Encyclopedias; Eskimos; Indexes; Instructional Materials; Junior High Schools; Learning Activities; Learning Modules; Lesson Plans; Library Materials; *Library Skills; *Reference Materials; Relevance (Education); *Research Skills; Study Skills; Units of Study
IDENTIFIERS- Montgomery County Public Schools MD

Lessons for students are presented in this handbook which covers library and media skills for grades K-9 using information about Native Americans and Eskimos as its theme. Skills units introduce the use of four types of dictionaries (beginning, subject, biographical, and geographical), tables of contents, encyclopedias, almanacs, and biographical indexes. Each unit includes objectives, materials needed, procedures for teaching, grade levels appropriate for the learning activities, student worksheets, and answers to worksheet questions. Objectives are correlated with the Montgomery County Public Schools curriculum and with two criterion-referenced tests. Approximately 40 worksheets provide alphabetizing practice, word searches crossword puzzles, and question-answer formats. Activities in the unit on geographical dictionaries, appropriate for grades 4 and up, teach objectives ranging from locating to interpreting information. Students answer questions using the table of contents and lists of abbreviations and map symbols, complete a chart showing Plains Indian names used as place names, and solve a word search containing 22 of those names. For teachers seeking more information on Native Americans and Eskimos, the handbook provides a selected bibliography of over 300 books for students, a list of periodicals, and a dictionary of 33 organizations that provide information. (JHZ)

ED 259 488 EC 180 224

Ohio's State Plan for Developmental Disabilities. Three Year State Plan 1984-86.

Ohio Developmental Disabilities Planning Council, Columbus.; Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

SPONS. AGENCY- Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
PUB DATE- 85
NOTE- 387p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Developmental Disabilities; Elementary Secondary Education; Group Homes; Intervention; Prevention; Program Administration; Respite Care; *State Programs
IDENTIFIERS- *Ohio

The state plan outlines Ohio's programs and services for people with developmental disabilities (DD). The definition and impact of DD are noted in section 1, and this is followed in sections 2 and 3 by descriptions of the State Planning Council on DD and the State Administering Agency. Section 4 examines the state context, noting the issues and concerns of DD in Ohio and the scope of services administered by the five responsible state agencies, namely, the Ohio Departments of Education, Health, Mental Health, and Public Welfare, and the Ohio Rehabilitation Services Commission. Priority service areas are outlined, and papers and reports are presented on prevention, comprehensive early intervention, respite services, residential services, and manpower training. Section 5 gives the state's goals, objectives, and funding projections for 1984-1986, with emphasis on prevention, early identification/intervention, alternative community living arrangements, manpower training, and special initiatives. Contained in two concluding sections are the state's list of assurances, guidelines for Ohio's operational definition of DD, a map of Ohio's DD planning areas, a review of federally assisted state programs, and the state's employee protection plan for displaced DD workers. (CL)

ED 259 536 EC 180 272

Dangel, Harry

Remediating Dyspedagogia: Adapting Materials and Strategies to Learners' Needs.

PUB DATE- 29 Feb 84
NOTE- 29p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (New Orleans, LA, February 28-March 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Individualized Instruction; *Learning Disabilities; *Teacher Role; *Teaching Methods

Ineffective teaching strategies plague teachers of learning disabled (LD) students just as ineffective learning strategies interfere with the performance of LD students. As a remediation for ineffective teaching, or dyspedagogia, the paper suggests the use of the LOAD procedure. LOAD is an acronym for the terms of Learning, Operation, Application, and Data Management which provide a systematic framework for teaching students with learning problems. A parallel is drawn between the role of the teacher of LD students and that of a computer programmer in that both must carefully follow predetermined steps in order to reach their goal. Examples of each step in the procedure are offered. (Author/CL)

ED 259 553 FL 015 077

Chase, Cida S.
"El Camello que se perdio" in the Second Language Elementary Classroom.

PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Education; Elementary Education; *FLES; *Folk Culture; Grade 4; Grade 5; Instructional Materials; *Second Language Instruction; *Short Stories; *Spanish
IDENTIFIERS- *United States (Southwest)

The Hispanic literature of the American southwest contains valuable materials for the Spanish elementary classroom, leading to positive cultural analysis and enlightening the learners about cultural and historical events of the second language community. The story entitled "El camello que se perdio" ("The Camel Who Got Lost") is suitable for fourth and fifth graders with some language training. It provides an opportunity to introduce cultural and historical background information, discuss the various purposes of such a story, and teach a small set of lexical and grammatical items in an interesting context. Several potential class games include a "what is it?" vocabulary review, "yes or no" and "true or false" alternative choice games based on story facts, a verb review game of charades, and a picture guessing game. (MSE)

ED 259 569 FL 015 131

Snyder, Barbara, Ed.
Language: The Heart of Learning.
Ohio Modern Language Teachers Association, Columbus.
PUB DATE- 85
NOTE- 66p.; Papers presented at the annual meeting of the Ohio Modern Language Teachers Association (1985). For individual papers, see FL 015 132-139.
AVAILABLE FROM- Carolyn Heine, Instructional Materials Development Chairperson, Pleasant High School, 1101 Owens Rd., Marion, OH 43302 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Community Resources; Drama; Games; German; International Educational Exchange; Language Teachers; Modern Languages; Nouns; Poetry; *Regional Cooperation; *Second Language Instruction; Spanish; Student Motivation; Theater Arts; Verbs; Videotape Recordings

This issue of the OMLTA Journal includes the following papers: "Helping Teacher Teach: A Foreign Language Collaborative in Southeast Ohio" (Barry G. Thomas); "Bilingual and Group Poetry in the Foreign Language Classroom" (Evelyn F. Brod); "So You Want To Be in Pictures: Videotaping in the Foreign Language Classroom" (Connie L. Bowman); "Theatre as a Tool in the Language Classroom: Let's Play, Motivate and Learn!" (Michele S. Davis); "Reach Out and Touch: Using Community Resources" (Barbara Sposet); "Quebec: Preparing for an Educational Visit" (Lois Vines); "'Ser' and 'Estar' in Review" (Maureen Weissenrieder); and "A Comprehensive Declension Table for Compositions in German" (Ausma Balinkin). An idea exchange section includes suggestions for a dice game, word anagrams, student-made bookmarks, macaroni puzzles, a twenty-questions game, and a picture sentence building activity. (MSE)

ED 259 585 FL 015 150

Newman, Jean E.; Canham, Lyn
Generating a Topic: Thematic Influences on Sentence Production.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Discourse Analysis; Expressive Language; *Listening Comprehension; *Reading Comprehension; *Sentence Structure; *Surface Structure; Syntax

A study of the process of listeners' and readers' generation and verification of expectations about spoken and written discourse presented to them examined the possible interactions between surface form and cognitive constraints, to establish baseline measures of the effectiveness of different sentence structures in constraining the production of subsequent utterances. The subjects, 32 native English-speaking university students, were assigned randomly to four groups, each using as stimuli a series of 48 sentences with a different sentence construction type but similar content for each group. The subjects were asked to write a continuation sentence for each stimuli sentence in the style of the original sentence. The continuation sentences were scored according to the entity in the stimulus sentence most strongly linked to the continuation sentence. Results snow no evidence that readers automatically assume the first noun phrase to be the current discourse topic, but they do suggest that the choice of topic for an ongoing discourse can be affected considerably by the choice of syntactic construction, with readers relying on cues that mark discourse entities as potential topics. Further research on the relative importance of the variables investigated is recommended. (MSE)

ED 259 669 HE 018 597

Elfner, Eliot S.; And Others

Assessing Goal Related Student Outcomes for Academic Decision-Making. AIR 1985 Annual Forum Paper.

PUB DATE- May 85

NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aspiration; *College Students; *Educational Objectives; Evaluation Methods; Extracurricular Activities; Goal Orientation; Higher Education; Institutional Research; Longitudinal Studies; Majors (Students); *Outcomes of Education; Peer Relationship; *Research Methodology; Student Attitudes; *Student Characteristics; *Student Development; Teacher Student Relationship

IDENTIFIERS- *AIR Forum

An input-output model for studying student outcomes is examined, along with the results of a longitudinal study using this approach. An Entering Student Survey was designed to measure characteristics of incoming students, including demographics, expectations, and aspirations. A Follow-up Survey measured outcomes that were relevant to the college's goals and objectives. Factor analysis resulted in 27 entering student variables, 41 college program and activity variables, and 17 outcome variables. The Follow-up Survey included variables for faculty-student interaction, student-student interaction, the amount of students' extracurricular activities, participation in the Freshman Seminar, student major, and living on campus. The outcomes concerned student satisfaction, perceptions of the college's contribution to intellectual development, personal goal development, self-image, and self-confidence. The study population was all fall 1979 entering students and all 1982 seniors (84 percent of the original sample). Stepwise multiple regressions and analysis of covariance of the outcomes and significant input and intervening variables were performed. In addition to examining the findings for specific variables, methodological concerns for addressing student outcomes are identified, along with three relevant research questions. (SW)

ED 259 737 IR 051 162

IFLA General Conference, 1984. General Research Libraries Division. Section on Parliamentary Libraries; Section on Public Libraries; Section on University and Other General Research Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 108p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Developing Nations; Foreign Countries; *Government Libraries; Information Dissemination; Information Systems; Interlibrary Loans; *International Organizations; Legislation; Library Associations; Library Cooperation; *Library Services; *National Libraries; Program Descriptions; *Public Libraries; Research Libraries; Technological Advancement

IDENTIFIERS- Africa; Australia; Colombia; Europe (West)

Papers on government libraries, public libraries, and research libraries presented at the 1934 IFLA general conference include: (1) "Library Services for Research" (Maria S. Pla de Menendez, Colombia); (2) "Interlibrary Loans, Present and Future: A Consideration for Academic Library Management" (Geoffrey G. Allen, Australia); (3) "The Parliamentary Library and the Parliamentary Information System--Tasks and Problems" (Wolfgang Dietz, West Germany); (4) "The Role of University Libraries in Developing Countries: The Case of Francophone Black Africa South of the Sahara" (Gerard Thirion, France); (5) "IFLA Working Group on the Impact of Information Technology upon Public Libraries" (Peter D. Gratton, United Kingdom); (6) "The Creation and Development of a Nation-Wide System of Libraries in Malawi Since 1970, with Special Reference to Public Libraries" (Rodrick S. Mabomba, Malawi); and (7) "Public Library Service in Africa. Opening Remarks: The Development of a Nationwide Public Library Service" (E. M. Broome, United Kingdom). (THC)

ED 259 778 JC 850 410

Miami-Dade Community College Course Sequencing Pathways: A Computerized Course Selection System.

Miami-Dade Community Coll., Fla.

PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Community Colleges; *Computer Oriented Programs; *Courses; *Degree Requirements; *Required Courses; *Sequential Approach; Two Year Colleges

The Course Sequencing Pathways Computer Support System was developed at Miami-Dade Community College (MDCC) to aid students and advisors in selecting appropriate courses based on test scores, MDCC graduation requirements, the university of choice (if applicable), and the student's major. A student report, which is calculated on-line, is available as part of the Advisement Graduation Information System and as a separate report created for first-time-in-college students when they complete basic skills testing. The report has several features: (1) a list of suggested and required courses in the English and math sequences, the General Education core, the General Education distribution courses, electives, required courses for the major, and physical education requirements; (2) a list of all of the pre- and co-requisites for the courses listed; (3) a list of all registration holds that the student will encounter when attempting to register; and (4) career information related to the student's major, including a general statement on career opportunities in the field and information particular to the campus. These reports are available for use as part of the advisement process by the time that students have completed their testing and orientation program. Samples of Course Sequencing Pathways Reports are included. (AYC)

ED 259 879 SE 045 290

Iozzi, Louis A., Ed.
Summary of Research in Environmental Education, 1971-1982. Monographs in Environmental Education and Environmental Studies, Volume II.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; North American Association for Environmental Education, Troy, OH.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 159p.; For volume I of this document, see ED 251 293. For the 429 abstracts synthesized in volume II, see ED 214 762.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($17.25).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Affective Behavior; Affective Measures; Attitudes; Continuing Education; *Ecology; Elementary Secondary Education; *Environmental Education; Higher Education; Literature Reviews; Problem Solving; Research Methodology; *Skill Development; Skills; *Teacher Education; Values
IDENTIFIERS- *Environmental Education Research; *Environmental Issues

Summaries of environmental education (EE) research studies conducted during the 12-year period 1971-1982 are presented in this seven-chapter publication. These chapters are: (1) "Environmental Education Research, 1971-1982--Overview" (by Louis Iozzi); (2) "Environmental Education Research Related to Ecological Foundations" (by Thomas Marcinkowski), which includes 39 studies dealing with attributes of and educational resources for ecological literacy; (3) "Environmental Education Research Related to the Affective Domain" (by Lisa Specca and Louis Iozzi); (4) "Environmental Education Research Related to Issue Awareness" (by Randall Wiesenmayer, Maureen Murrin, and Audrey Tomera), examining only studies that explored cognitive aspects of public awareness about environmental issues; (5) "Environmental Education Research Related to Issue Investigation and Evaluation Skills" (by Peter Bastardo, Arthur Edwards, and Louis Iozzi); (6) "Environmental Education Research Related to Environmental Action Skills" (by Jody Hines and Harold Hungerford), examining studies dealing with the development and applications of the skills necessary for individuals to take responsible environmental action; and (7) "Environmental Education Research Related to Teacher Training" (by R. Ben Peyton), which includes the analysis of 19 relevant studies. (JN)

ED 259 710 IR 011 742

Beyond the Flipchart. Three Decades of Development Communication.

Academy for Educational Development, Inc., Washington, D.C.

REPORT NO.- ISBN-0-89492-057-X
PUB DATE- 85
NOTE- 45p.
AVAILABLE FROM- Clearinghouse on Development Communication, 1255 Twenty-Third Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; *Developing Nations; *Educational Development; Educational Resources; Educational Technology; Folk Culture; *Instructional Design; Radio; Telecommunications; Television
IDENTIFIERS- Development Education

For more than a decade, the Academy for Educational Development's Clearinghouse on Development Communication has collected information and chronicled trends in the application of communications technology to development--communication which has as its purpose the deliberate promotion of one or more aspects of national development. This paper summarizes what this agency has learned about communication and development from various perspectives and discusses the future use of new technologies, such as telecommunications and computers. The areas included are: (1) strategies (media based, instructional design, participation, and marketing); (2) the importance of language, culture, and politics; (3) the development sector (agriculture, family planning, education, health, nutrition); (4) technology (television, radio, print media, traditional and folk media, other media, telecommunications, computers); and (5) lessons for the future (audience orientation, targeting areas for change, media networks). Examples of successful communications projects are included to illustrate the positive impact of media intervention on education and training. A concluding section calls for implementation of development communications strategy which is comprehensive, balanced and complete, and the use of practical and reliable research techniques which permit tracking of an individual's response to communications programs so that mid-course corrections can be made as needed. (JB)

ED 259 764 JC 850 274

Kerr, Bette; And Others

Hostos Community College's Integrated Transfer Program: Report to the Ford Foundation.

Hostos Community Coll., Bronx, N.Y.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 84

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; *Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Development; Honors Curriculum; Minority Groups; Program Descriptions; *Transfer Programs; Two Year Colleges; Two Year College Students

IDENTIFIERS- *Urban Transfer Opportunities Program

An overview is provided of Hostos Community College's (HCC's) Urban Community College Transfer Opportunities Program. First, the program's student services activities are described, including the development of a system for the identification and consistent follow-up of the liberal arts transfer population; a computerized Degree Requirement Checklist (DRC); and a transfer seminar. Next, the report describes the following academic activities: the completion of course equivalency listings for three targeted four-year colleges; the investigation of the transferability of HCC courses; and the development of a profile of the liberal arts honors student and the broadening of HCC's honors program. The next section explains the administrative support activities conducted as part of the program, including those designed to provide timely and accurate student information; to identify potential transfer students; and create the DRC, an individualized transcript showing courses taken, in progress, and needed. Next, achievements are discussed in terms of the major project objectives: (1) to identify the potential transfer students; (2) to encourage students to complete the credits applicable to their interests and to transfer requirements using coherent course-taking patterns; (3) to improve articulation of curriculum patterns and practices; and (4) to provide an honors program in the liberal arts and sciences for above average students. Final sections look at program changes in terms of the original project proposal, and efforts to institutionalize the program. (AYC)

Esbensen, Steen B.
Day Care in Scandinavia: Denmark, Sweden and Norway.
Department of National Health and Welfare, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-12478-2
PUB DATE- 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; *Day Care; Early Childhood Education; *Economic Factors; Educational Legislation; Family Day Care; Foreign Countries; *Political Influences; Program Descriptions; *Social Influences
IDENTIFIERS- Denmark; Group Day Care; Norway; Sweden

Day care programs in the Scandinavian countries have been viewed as exemplary models to transfer to Canada and the United States. This publication, which provides an overview of day care in Denmark, Sweden and Norway, discusses conditions, facts, and programs contributing to the widespread acclaim. It is pointed out that day care in Denmark is an integral part of the child policy of the nation; staff are exceptionally well prepared; facilities are excellent; activities made available to children are varied and stimulating; parental involvement is strongly encouraged; and vacations away from the day care institution are arranged for all children. In Sweden, public debate over day care is no longer concerned with whether it should or should not be provided, but rather with the question of "what constitutes good day care." It is hoped that public debate of this question will contribute to the reduction of social and economic segregation in housing. Of the three countries, Norway appears to have the most eclectic and decentralized approach to providing day care. The Norwegian policy toward day care is not situated in the context of a social welfare policy, but is an important component of national policy on the family. (RH)

ED 259 836 PS 015 159

Stennett, R. G.; Earl, L. M.
The Junior Kindergarten Classes of 1980-81 and 1981-82: Spring of 1984 Followup. Research Report 84-08.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; *Elementary School Students; Followup Studies; Foreign Countries; Grade Repetition; *Identification; *Individual Needs; Primary Education; Special Education
IDENTIFIERS- *Junior Kindergartens; *Ontario (London)

In the spring of 1984, the status of 131 students in Canada's 1980-81 junior kindergarten classes and 587 students in 1981-82 classes was documented by a follow-up study. Analyses consisted of frequency distributions for each relevant variable, compiled separately for students identified as "model" or "compensatory" in each junior kindergarten cohort. For both cohorts, results indicated that compensatory students are much more likely than students in general to receive unfavorable early identification ratings. Conversely, model students are less likely than students in general to receive unfavorable ratings. These trends were more marked for the early follow-up years and for the 1980-81 cohort. Data additionally showed a slightly greater tendency for children in the compensatory group to either repeat a grade or to be enrolled in a special class. It was concluded that a significant number of compensatory junior kindergarten students require continuing special attention. (RH)

ED 259 505 EC 180 241

Haring, Thomas G.; And Others

The Use of Differential Reinforcement of Other Behaviors to Reduce Stereotyped Behavior of Autistic Students During Group Instruction.

Marin County Office of Education, San Rafael, CA.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 29p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).
GRANT- G008104154
AVAILABLE FROM- Thomas Haring, Department of Special Education, University of California-Santa Barbara, Santa Barbara, CA 93106.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Autism; *Behavior Change; *Behavior Patterns; Intervention; Reinforcement
IDENTIFIERS- *Differential Reinforcement of Other Behaviors

The effects of a procedure based on differential reinforcement of other behaviors (DRO) on stereotypic responses and task performance were tested with three autistic students (14-21 years old). The procedure was unique because the time interval employed between potential opportunities for reinforcement was the natural length of one instructional trial delivered to a peer. Thus, the procedure was designed to reduce the level of stereotypic respones during small group instruction. The results indicated that the procedure exerted functional control over the students' stereotypic responses. In addition, two of the students had significantly greater percentages of correct responses under DRO conditions. The results are discussed in terms of models for intervention within task contexts and the usefulness of the procedure under natural teaching conditions. (Author)

ED 259 522 EC 180 258

Liebert, Diane E.
Factors Related to Short- and Long-Term Employment Outcomes for Handicapped Participants in an Industry-Based Rehabilitation Program. Final Report.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.
PUB DATE- Dec 84
NOTE- 80p.; Presentation based on final report presented at the National Conference on Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985). Study supported by a Mary E. Switzer Senior Fellowship Program.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Disabilities; *Employment; Followup Studies; Learning Disabilities; Mental Retardation; Success; *Vocational Rehabilitation

The study examined factors related to short and long-term employment outcomes for 320 adults with four major handicapping conditions (learning disabilities, mental retardation, emotional handicaps, and other handicaps) who participated in an industry-based rehabilitation program. Clients, who were placed in competitive employment over the past 10 years, responded to a phone or mail survey regarding their current employment and recent job history. Results showed that the industry-based rehabilitation model achieves its goal of competitive employment for handicapped participants (72% were currently employed at short-term followup and 70% were employed at long-term followup). Despite a significant relationship between type of handicap and current employment status, the majority of clients in all four handicapped groups were competitively employed 1-10 years following placement. The 10 client variables examined in the study did not significantly predict successful employment outcomes at long or short-term followup or for any of the handicapped groups with one exception: employer ratings of clients after 1 month on the job were significantly related to successful employment outcomes for the learning disabled group. (Author/CL)

ED 259 537 EC 180 273

HEATH Resource Directory, 1985-1986.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 28p.
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, N.W., Suite 670, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Career Education; *Disabilities; Employment; Legal Problems; *Postsecondary Education; Resource Materials; Technology

The directory is intended to provide a selection of resources addressing major areas of interest in postsecondary education for the handicapped. General resources, such as the American Coalition of Citizens with Disabilities, are listed and briefly summarized, followed by resources specific to the following disabilities: cross-functional disabilities, deaf-blind, hearing impairments, learning disabilities, mobility impairments, and vision impairments. Subsequent sections focus on nine areas: (1) architectural accessibility, (2) program accessibility, (3) career preparation, (4) employment, (5) technological devices, (6) independent living, (7) legal resources, (8) directories, and (9) toll-free telephone services. It is explained that agencies listed can respond individually to questions and provide published materials. (CL)

ED 259 614 HE 018 495

Hearn, James C.
Who Goes Where? A Study of the Postsecondary Destinations of 1980 High School Graduates. ASHE 1985 Annual Meeting Paper.
SPONS. AGENCY- Minnesota Univ., Minneapolis.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; College Admission; College Bound Students; *College Choice; Competitive Selection; Economically Disadvantaged; Family Characteristics; *Females; Grades (Scholastic); Graduate Surveys; Higher Education; *High School Graduates; *Low Income Groups; *Minority Groups; Racial Differences; *Selective Colleges; Sex Differences; Socioeconomic Status
IDENTIFIERS- *ASHE Annual Meeting; College Costs

The question of whether minority, female, and low income college students are disproportionately attending less-selective and lower-cost institutions was studied. Three sets of student characteristics were assessed: ascribed (race, ethnicity, and gender); socioeconomic (parental income, parents' educational attainments, and family size); and academic (tested ability, school grades, school activities, and educational expectations). Data for 1,608 students were drawn from the the "High School and Beyond" survey of 1980 U.S. high school seniors. Blacks and lower socioeconomic status (SES) students were more likely to attend lower-selectivity institutions, and lower-SES students were more likely to attend lower-cost institutions. Academically-strong students were more likely to attend more selective institutions, and, to a lesser extent, higher-cost institutions. While blacks were likely to attend lower-selectivity institutions, they were not especially likely to attend lower-cost institutions. In addition to test scores, important indicators of entry into a selective institution were educational expectations, high school grades, and experiences in student government and journalism. Students with less educated or lower-income parents were likely to attend lower-selectivity institutions, even if their academic ability and achievements were superior. (SW)

ED 259 642 HE 018 523

Westphal, Nancy Jo
Toward the Study of Functional Linkages in Statewide Agencies for Higher Education. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 19p.; Revision of a paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; *Budgeting; College Planning; Coordination; *Governing Boards; *Higher Education; Program Evaluation; Resource Allocation; *State Boards of Education; State Colleges; *Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; *Public Colleges

Differences among statewide coordinating boards/agencies and consolidated governing boards/agencies in level of authority for budgeting, program review/approval, and planning for public senior institutions were studied. The potential for effective linkage or integration of these activities was also explored. Forty-five state agencies completed questionnaires, which covered the agency's type of budgetary authority (i.e., statutory, policy-based, or no involvement). Level of involvement in the budget process was measured in four ways: recommending and allocating the consolidated budget, recommending but not allocating the budget, reviewing and recommending, or no involvement. It was found that, in general, consolidated governing boards exhibited greater potential for effective linkages/integration of functional responsibilities than did coordinating boards/agencies. For both types of agencies, there did not appear to be much potential for effectively linking authority for existing program review/approval to other functional responsibilities. For each state, information is provided on whether it has a consolidated governing board, coordinating board, or 1202 Commission; as well as the name of each state's board/agency. (SW)

ED 259 696 IR 011 727

The Kellie Guide.

Arkansas Educational Television Network. Conway. Instructional Dept.

PUB DATE- 83
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); *Educational Television; *Experiential Learning; *Interpersonal Competence; *Kindergarten Children; Learning Experience; Primary Education; *Self Esteem; *Social Development; Young Children

Designed to be used in conjunction with a series of instructional television programs which were produced for kindergarten students and broadcast on educational television statewide in Arkansas, this printed guide assists teachers in developing full utilization of each of the KELLIE episodes. KELLIE, a doll-like figure kept in a trunk, is the only character in the stylized production and dresses in costumes which are appropriate for each specific module. Designed to develop life-coping skills in pre-school children, the KELLIE program presents everyday situations and problems through intimate interaction and experiential learning. Sixteen program elements explore such topics as developing a sense of responsibility, facing conflicts, expressing feelings, and coping with death. Each section of the printed guide lists a program title, topic, long-range goals for student, student objectives, procedures, activity/say-along, and follow-up discussion to aid the teacher in effective utilization of the KELLIE activity. A concluding section provides further suggestions, a teacher evaluation form, a sample letter to KELLIE which can be duplicated, and an address for sending letters to KELLIE. (JB)

ED 259 724 IR 011 802

Carey, John; Dozier, David
Assessing Electronic Text for Higher Education: Evaluation Results from Laboratory and Field Tests.
San Diego State Univ., CA. Center for Communications.
SPONS. AGENCY- Electronic Text Consortium.
PUB DATE- Jul 85
NOTE- 109p.; For related documents, see IR 011 772-775, IR 011 803, and ED 255 181. The program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.
AVAILABLE FROM- Center for Communications, San Diego State University, San Diego, CA 92183 ($15.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computers; *Electronic Equipment; *Field Tests; *Higher Education; Information Networks; Information Services; National Surveys; Observation; Simulation; *Telecommunications; *Telecourses; *Videotex
IDENTIFIERS- *Electronic Text

This evaluation report focuses on a broad range of issues associated with the work of the Electronic Text Consortium (consisting of San Diego State University, University of Wisconsin, University of Nebraska, and WGBH Boston), whose year-long task was to develop and test a variety of electronic text services and to assess which configurations of content and means of delivery, if any, made sense for higher education. Based on field and laboratory tests, national surveys of college administrators and electronic text managers, and direct observational studies of students using the services, the consortium's evaluation addressed issues of learning effectiveness, attractiveness to students, usage patterns, economic issues, likely adoption patterns by students and colleges, potential barriers, and sturdiness of the technology. This report is divided into six chapters: (1) a general introduction and overview; (2) results of the field tests; (3) results from the formative and simulation laboratory studies; (4) issues associated with the potential for widespread use of electronic text by colleges, including barriers to use, economic issues, and results of a survey of colleges on current and planned uses for electronic text; (5) the practical questions of where the technology stands and the problems associated with developing services, as well as staff and training requirements for an electronic text production team; and (6) conclusions based upon an examination of all the individual pieces in the evaluation. A brief appendix provides a list of consortium members, addresses, and contact persons, as well as a list of consortium publications. (JB)

ED 259 750 IR 051 195

Unesco's General Information Programme for the 80s.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- UNESCO/BIE/DOCINF/INF.3
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985). For related documents, see IR 051 190-196.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Developing Nations; *Information Needs; Information Science; *Information Systems; International Cooperation; *International Organizations; *International Programs; Program Implementation
IDENTIFIERS- *Access to Information; General Information Programme; Library Archives and Documentation Services; *UNESCO

Developing countries are becoming increasingly aware of the fact that specialized information is essential to their economic and social development, and that it is an indispensable factor in the rational use of natural resources, the development of human resources, scientific and technological advancement, and progress in agriculture, industry, and services. It is to address these needs that Unesco, in close collaboration with its member states, associate members, and international intergovernmental and non-governmental organizations, has drawn up its Medium Term Plan for 1984-1989. This plan comprises 14 major programs, of which the seventh is concerned with information for development. This program is divided into three programs, the first two of which are to be implemenhed by the General Information Programme (PGI). The first aims at the improvement of access to information through the application of new technologies, standardization, and interconnection of information systems. The second aims at the establishment of infrastructures, the development of policies, and the organization of the training required for the processing and dissemination of specialized information. The third program, which is to be implemented by Unesco's Library, Archives, and Documentation Services (LAD), provides for the collection, organization, and presentation of information in Unesco's fields of activity, and its circulation within member states and the secretariat. This report concludes with extensive excerpts from the plan for each of these three programs. (BBM)

ED 259 793 JC 850 427

Creamer, Don G.

Student Affairs in the 80s: Implications for the Use of Theory in Practice.

PUB DATE- 1 May 85

NOTE- 20p.; Paper presented at the "Serving Students in the 80's" Conference (Toronto, Ontario, Canada, May 1-3, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Colleges; Cooperative Planning; Faculty Development; Liberal Arts; *Professional Development; Program Evaluation; *Student Personnel Services; *Student Personnel Workers; Two Year Colleges

Student affairs professionals in community colleges are facing several major issues in need of resolution including: the insufficient use of existing knowledge about adolescent and adult development and organization development in program design and execution; and the insufficient use of knowledge of program evaluation for understanding the effects of programs on students. In addition, student affairs is weakened by the lack of an adequate conceptual model for the delivery of student services in the community college; and by the abandonment of the historic integration of the liberal arts and student personnel services. These problems can be addressed through: (1) administrative support of self-improvement programs for professional staff; (2) provision of the opportunity to read the literature on organizational development; (3) the sharing of cross-department resources; (4) efforts to encourage student personnel workers to understand and use program evaluation data; (5) the development of a service delivery model that considers the interdependence of teaching and counseling, the role of student affairs in educational programming, and institutional planning/marketing; and (6) recognition that the goals of liberal arts and student personnel are the same. (LAL)

ED 259 851 RC 015 266

Stout, Charles L.; Swanson, Terri M.
Migrant Education Health Program, 1982. Final Report.
Colorado State Dept. of Health, Denver.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.
PUB DATE- Dec 82
NOTE- 65p.; For related document, see ED 252 328.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dental Evaluation; Elementary Secondary Education; Financial Support; *Health Education; *Health Needs; Hispanic Americans; *Migrant Children; *Migrant Health Services; Migrant Problems; Migrant Programs; Nutrition; Program Costs; *Summer Programs
IDENTIFIERS- *Colorado

During 1982 the Colorado Migrant Health Program, together with the Colorado Migrant Education Program, provided students enrolled in migrant summer schools with a continuum of care which included screening and physical assessment for detection of existing and potential health problems, referral for diagnosis and treatment of identified abnormalities, case management/follow-up, and preventive and health promotion/health maintenance services. The $139,960 program employed 14 nurses, 12 dental hygienists, 14 nutritionists, 22 dental students or recent graduates, and 1 dental health educator. Health providers were placed in multidisciplinary teams and deployed in close proximity to all 14 migrant education summer school sites. A total of 2,239 migrant children (97.86% Hispanic), aged 1 to 20 (64.2% between 5 and 10 years of age) received one or more services. To enhance the general health status of the migrant farmworker population, all health team members were responsible for participating in classroom education, discussion groups, staff in-service training, and presentations of "family nights." The report provides information on the service population, service providers, health encounters (face-to-face interaction between provider and student), health screening procedures and outcomes, most frequent diagnosis, health education activities and curriculum, financial resources, and future plans. Comparative statistics by school site are appended. (NEC)

ED 259 554 FL 015 078

Chase, Cida S.
Successfully Adapted Activities to Promote Oral Communication.
PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the annual meeting of the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Communication Skills; Feedback; *Language Skills; *Oral Language; Participant Satisfaction; Rewards; *Second Language Instruction; Self Esteem; *Skill Development; Spanish; Student Motivation; Student Participation

A variety of classroom activities and techniques are available to motivate students, engage them, and give immediate positive feedback on oral communication, including: having students give each other elementary arithmetical exercises; circulation of vocabulary cards for immediate use on conversation, with later review; having a system of rewards for target language use outside the classroom; asking and giving directions in the target language, first within and then outside the classroom; personalized drills and conversations; teaching techniques to circumvent unknown vocabulary; teaching vocabulary in clusters of related words; using a game of mutual complimenting; encouraging thinking aloud in the target language; having students question each other on compositions they have written; other interviewing games; and imagining what acronyms might stand for. (MSE)

Thomas, Barry G.
Teachers Helping Teachers: A Foreign Language Collaborative in Southeast Ohio.

PUB DATE- 85
NOTE- 8p.; For related documents, see FL 015 131-139.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Articulation (Education); *Cooperative Programs; Higher Education; Institutional Cooperation; *Language Teachers; *Professional Development; Program Descriptions; *Public Relations; *Regional Cooperation; Secondary Education; *Second Language Instruction

This article describes the development and implementation of the Ohio Valley Foreign Language and Literature Project, a regional effort at interinstitutional cooperation for articulation, teacher professional development, and improved public image for foreign language instruction in one section of Ohio. The program was originated by Ohio University, was funded by the National Endowment for the Humanities, and involved secondary and postsecondary foreign language teachers and administrators. Geographic and professional isolation, pinpointed as an important issue for the participants, was reduced by rotating meeting sites, and this approach also had the effect of increasing language program visibility in the communities. Projected emphases for the second year and beyond include teacher travel and professional development in the form of an international teacher workshop and a college internship program for high school teachers, obtaining space and funds for a professional library, exploring issues and attitudes concerning the compatibility of language and literature studies, and encouraging other collaborative group efforts. (MSE)

ED 259 586 FL 015 151

Takahashi, Tomoko; Rispoli, Matt

The Production of Japanese Verb Inflection: Processing in Native Speakers and Second Language Learners.

PUB DATE- 85

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Comparative Analysis; *Error Patterns; Grammar; *Japanese; *Language Acquisition; Language Proficiency; Morphology (Languages); *Second Language Learning; *Verbs

IDENTIFIERS- *Inflection (Grammar)

A study of the processing of morphophonology by native speakers and second language learners focused on the processing of the Japanese potential suffix. The subjects were 13 Japanese adults (mean age 27.1) and 13 advanced learners of Japanese as a second language (mean age 26.6). The production of the potential inflection by the two subject groups was compared under time pressure. The task stimuli were from the two morphophonological classes of Japanese verbs: vowel-stem verbs (verbs whose stems end with vowels) and consonant-stem verbs (whose stems end with consonants). The results indicated that native speakers were always more proficient than nonnative subjects, but for both groups, consonant-stem verbs were always more difficult than vowel-stem verbs. No interaction was found between the two variables, native-nonnative proficiency and verb classification. When the stimuli were further reclassified to reflect item difficulty, the distribution of errors was again found to be independent of whether the speaker was native or nonnative. It is concluded that within the area of morphophonological processing, nonnative speakers of Japanese closely resemble native speakers. (MSE)

ED 259 600 HE 018 162

Egan, James P.

Private/Public Tuition Change: Does It Affect Private College SAT Admission Standard?

PUB DATE- Mar 83

NOTE- 49p.; Paper presented at the Annual Meeting of the Midwest Economics Association (St. Louis, MO, March 1983).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Admission Criteria; *Aptitude Tests; *College Entrance Examinations; Comparative Analysis; Enrollment Trends; Higher Education; Income; Institutional Characteristics; *Private Colleges; State Colleges; *Tuition

IDENTIFIERS- College Costs; *Public Collges; *Scholastic Aptitude Test

The possibility that some private colleges, when faced with relative tuition differences and/or changes, will experience a change in Scholastic Aptitude Test (SAT) averages of new students was investigated. Data on 710 private and 349 public four-year colleges for 1967 and 1971 covered tuition, income, enrollment, institutional characteristics, and academic ability measures. Thirteen subgroups of private colleges were also assessed. Based on 14 stepwise multiple regressions, it was found that during 1967-1971 the rate of change of tuition at private colleges relative to the rate of tuition change at public colleges adversely affected the SAT percentile change of most (but not all) groups of private colleges. However, the results also show that 1967-1971 changes in relative private/public tuition, and the dual tuition policies of states that help determine such relative tuition changes, do not determine most of the SAT percentile changes experienced by private colleges during the period. Most of the SAT percentile change was related to institutional characteristics and may reflect the consequences of choice changes rather than the impact of a dual-tuition rate policy by states. Questions about the consequences of dual tuition systems are also identified. (SW)

Kallio, Ruth E.; Ging, Terry J.

The Effects of Aging on Faculty Productivity. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Change Strategies; College Environment; *College Faculty; College Role; Faculty Development; Gerontology; Guidelines; Higher Education; *Interprofessional Relationship; Policy Formation; *Productivity; Research Projects; Socialization; *Teacher Attitudes; Teacher Motivation; Teaching Conditions; Theories; Work Environment
IDENTIFIERS- *ASHE Annual Meeting; Public Service

The relationship between productivity and aging in the context of the college faculty roles of teaching, research, and service is considered, based on a literature review on worker and faculty productivity and on theories of aging (i.e., biological, physiological, psychological, and sociological perspectives). It is concluded that faculty productivity is not a function of chronological age but rather of a variety of personal characteristics and environmental forces that are in dynamic interaction over time. Personal characteristics that are important elements include: motivation, interests, willingness to take risks, career success and position, and knowledge and abilities. Environmental forces that affect productivity include: education and training, institutional climate, mentorships, colleague support, and socialization processes. Faculty can and will remain highly productive throughout their careers if encouraged to do so by institutional policies and practices. Principles to guide policies and practices geared toward improving faculty productivity are identified, and directions for change are suggested for dealing with policy issues at the levels of individual, department, and institution. (SW)

TELESCAN. Volume 1, Issues 1-6, September/October 1981-July/August 1982.

American Association for Higher Education, Washington, DC. Center for Learning and Telecommunications.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 82
NOTE- 86p.; For related documents, see HE 018 538-540.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Broadcast Television; Cable Television; Communications Satellites; *Computers; Conferences; *Distance Education; *Educational Technology; Educational Television; Federal Aid; Federal Legislation; *Higher Education; Program Descriptions; Publications; Public Television; Radio; *Telecommunications; Teleconferencing; Telephone Communications Systems; Videotex

A digest about how higher education can use new telecommunications technologies, especially to reach students in off-campus settings, is presented. Six issues of volume 1 of the newsletter "TELESCAN" include articles on special topics and descriptions of national initiatives involving applications of technology-based instruction in higher education, including those of the Corporation for Public Broadcasting, National Public Radio, and the Public Broadcasting Service. Also included are abstracts and annotated bibliographies based on periodical articles. Broad categories that are addressed by the article abstracts include: innovative concepts, research, broadcast television, cable television, teletext/videotext, computers, radio, satellites, teleconferencing, copy delivery systems, interactive video, and multi-media systems. Brief reviews of a variety of books, research reports, and occasional papers are also provided, along with ordering information. Finally, information is provided on conferences, workshops, seminars, projects, and other events involving the use of telecommunications for higher education. Specific contents include: legislative reports on higher education and telecommunications issues, and a list of telecommunications projects funded by the Fund for the Improvement of Postsecondary Education. An index to volume 1 is included. (SW)

ED 259 670 HE 018 598

Winans, Glen T.

Automating Academic Departments - Contrasting Approaches from Three Public Research Universities. AIR 1985 Annual Forum Paper.

PUB DATE- 29 Apr 85

NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Computer Oriented Programs; *Departments; Higher Education; Institutional Research; *Management Information Systems; Money Management; *Program Administration; Program Development; *Recordkeeping; School Accounting; State Universities

IDENTIFIERS- *AIR Forum; Public Colleges; Research Universities; *University of California; University of California Berkeley; University of California Los Angeles; University of California Santa Barbara

Different approaches employed to automate the administrative recordkeeping processes within academic departments at three University of California campuses are contrasted: the University of California at Berkeley, the University of California at Los Angeles, and the University of California at Santa Barbara. The results are based on campus visitations and interviews with staff involved in developing and using automated recordkeeping systems for academic departments. These campuses shared a mutual goal of enhancing departmental administrative performance through automation, although there was considerable variation in the actual systems implemented. Eight common factors that influenced departmental systems development at each institution are considered in order of importance, based on the frequency they were mentioned by campus personnel: (1) awareness of departmental needs, (2) decentralization of fiscal responsibility, (3) availability of resources, (4) growth of computer literacy, (5) predisposition to computing, (6) management of contracts and grants, (7) philosophy of internal organization, and (8) legacy of past failures. Included are practical recommendations based on the collective experiences of the three campuses. (SW)

ED 259 683 HE 018 611

Savenije, Bas; Otten, Christ
Qualitative Issues of Planning in a Dutch University. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *College Planning; *College Programs; Educational Change; Foreign Countries; Higher Education; Organizational Change; *Program Evaluation; *Research Projects; Resource Allocation; Retrenchment
IDENTIFIERS- *AIR Forum; *State University of Utrecht (Netherlands)

Results of changes to the planning process at the University of Utrecht in the Netherlands are described. During the past years, government actions related to retrenchment prompted the Dutch universities to change their planning process in order to increase flexibility and to account for differences in quality. Two important procedures were carried out: restructuring of educational programs and an external review of research programs. The new structure of educational programs included a four-year degree program, selective admission to graduate programs, and a limitation on the period that students can attend college. Educational restructuring resulted in greater emphasis on general studies and a postponement of specialization; a modular organization of programs; more attention to measuring output (e.g., graduation rate) as well as qualitative issues; and changes in the resource allocation model. Results of the external review of research programs included: most of the departments were able to submit more research programs than was calculated; differences among departments were due to historical factors, such as the value attached to research activities and fluctuation in student enrollment; and research activities were grouped into broader programs. (SW)

ED 259 779 JC 850 411

Kapraun, E. Daniel; Nienkamp, Roger L.

Employer Follow-Up Survey: Employer Assessment of 1983-84 Forest Park Graduates. Final Report.

Saint Louis Community Coll. at Forest Park, Mo.

SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

PUB DATE- Jun 85

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; Community Colleges; *Employer Attitudes; Followup Studies; *Job Training; Occupational Surveys; *Personnel Evaluation; Program Evaluation; Questionnaires; Two Year Colleges

An employer follow-up study was conducted to gather information from the employers of 1983-84 graduates of St. Louis Community College at Forest Park regarding the preparation and performance of these graduates. A previous survey of the 1983-84 graduates had identified 221 of their employers, who were mailed a questionnaire asking for ratings of the Forest Park graduates' preparation for job requirements, job skills, work attitudes, basic skills, and interpersonal and communication skills; and for their suggestions for improving the curriculum and for ways that Forest Park could assist in in-service training. Study findings, based on responses from 86 (39%) of the employers, included the following: (1) 87% of the employers rated graduates' degree of preparation as good or excellent; (2) 45% rated graduates' work attitudes as excellent; (3) 52% offered suggestions for strengthening the curriculum related to their firm; and (4) 15% were interested in in-service training arrangements. The study report includes the agenda of a planning meeting for questionnaire development, a paper presented at the meeting ("The Case for Program Evaluation," by Walter Hunter), questionnaires for the graduate follow-up and employer follow-up surveys, and item-by-item survey results. (AYC)

ED 259 808 JC 850 443

Duncan-Hall, Tyra L., Ed.
Directions for the '80s: Educational Master Plan. San Francisco Community College District.
San Francisco Community Coll. District, Calif.
PUB DATE- Jul 84
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; Educational Philosophy; *Educational Trends; *Futures (of Society); *Institutional Characteristics; *Long Range Planning; Master Plans; *Multicampus Districts; Trend Analysis; Two Year Colleges

Designed to assist staff in the San Francisco Community College District (SFCCD) in synthesizing the trends, events and issues that are likely to influence educational programs and services, this master plan assesses the district's internal and external environments and describes the SFCCD's two-phase planning process. Chapter 1 discusses the major findings of the district's external assessment of San Francisco's population and business and industry, and provides a profile of SFCCD's students, staff, programs, and services. Chapter 2 presents a futures orientation to stimulate thinking and debate about the educational implications of future economic, societal, and educational conditions facing SFCCD. Chapter 3 poses questions about some of the planning implications stemming from the existing trends and conditions. In chapter 4, the District's "planning to plan" process is discussed in terms of the philosophy, operational definitions, and planning premises underlying various planning stages. Chapter 5 describes the Phase I planning process used to develop SFCCD's Educational Master Plan and presents the District's Mission Statement and Goals. Finally, chapter 6 outlines Phase II planning activities for the departmental to the district level. Appendices provide additional detail on planning processes and activities. (AYC)

ED 259 865 RC 015 397

Career Education Resource Kit: Educational Activities to Eliminate Sex Discrimination in Schools.

Miles Coll., Eutaw, AL. West Alabama Curriculum and Materials Resource Center.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 187p.; For related document, see RC 015 398.

AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($10.75)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)

DESCRIPTORS- Blacks; Career Education; *Counselor Training; Curriculum Study Centers; *Females; Learning Activities; *Resource Materials; *Rural Education; *School Guidance; Secondary Education; *Sex Fairness; Small Schools

Specifically designed for counselors as a vehicle for addressing the needs of females in rural areas, the field tested kit examines counselors' attitudes, resources, and techniques and suggests strategies for counteracting sexism in counseling programs. The kit addresses the specific needs and limitations characterizing rural areas: inaccessibility of area library facilities to research issues related to women's equity, lack of information on nonsexist resources, insufficient funds to purchase resources, and dual responsibilities of counselors. Part 1, "An Awareness Program for Counselors," can be used on an individual basis or in a group setting and includes a facilitator's guide for planning and implementing a workshop to provide training for counselors within the school to conduct an awareness program. Part 2, "A Guide for Establishing a Curriculum Resource Center," can be used as a vehicle for upgrading counseling and curriculum resources and outlines steps to establish a curriculum resource center. Part 3, "A Model Sex-Fair Counseling Program for Junior and Senior High School Students," is structured with career education objectives, providing activities for either sequential or independent use. Appendices contain 84 pages of supplemental materials including games, exercises, checklists, guidelines, inventories, explanations of laws and regulations, and sources of related materials and resources. (NEC)

Berryman, Joan D.; Neal, W. R., Jr.

Speech-Language Pathology Assessment Project. 1983-84 Final Report.

Georgia State Dept. of Education, Atlanta.; Georgia Univ., Athens. Coll. of Education.
PUB DATE- 84
NOTE- 235p.; For the 1982-83 report, see ED 250 850.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Disorders; *Competence; *Evaluation Methods; *Speech Therapy; *Therapists
IDENTIFIERS- Final Reports; Speech Language Pathology Assessment Instrument

The report documents the achievements of the SPAP (Speech-Language Pathology Assessment Project), which examined competency statements for beginning speech-language therapists. Noted are the development and revision of the SPAI (Speech-Language Pathology Assessment Instrument), a training conference for using the SPAI, practice assessment of speech-language pathologists in school, and the preparation of new materials for use in training SPAI data collectors. Material preparation consisted of two major phases: (1) collection of sample materials and (2) arrangement and editing of materials into training sets. Extensive appended materials include trainee nomination forms, permission forms, trainee information forms, agendas of the training conference, procedures for the school-based practice, and forms regarding the preparation of new materials. (CL)

ED 259 697 IR 011 728

Keune, Reinhard, Ed.
New Communication Technologies and Their Impact on Western Industrialized Countries. Communication Manual Summary Report of a Colloquium (Bonn, Federal Republic of Germany, December 17-19, 1982).
Asian Mass Communication Research and Information Centre, Singapore.; Friedrich Ebert Foundation, Bonn (West Germany).
REPORT NO.- ISBN-9971-905-12-4
PUB DATE- 84
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Broadcast Industry; Broadcast Television; Computers; Data Processing; *Developed Nations; Developing Nations; Information Dissemination; *Information Science; *International Relations; Satellite Facilities; *Telecommunications
IDENTIFIERS- Transborder Information Flow

This publication presents the papers and discussion highlights of an international colloquium on new communications technologies which was held to provide a forum for debate on economic, political and social impacts of new communication technologies by western representatives from media, academia, politics, and industry. The following papers were presented: (1) "Public Broadcasting--A Model for the Future?" (Richard Becker); (2) "Satellite Systems in the Western World--the U.S. Example" (Bert Cowlan); (3) "UNISPACE 82--A Successful Forum" (Lee Love); (4) "The PTTS and the New Technologies" (Dietrich Elias); (5) "The Impact of New Communication Technologies on the Third World" (Herbert J. Schiller); (6) "New Technologies and the Third World--A 'Distribution of Social Benefits'?" (Cees Hamelink); (7) "The New Communication Technologies and Research" (James D. Halloran); (8) "New Technologies and Their Impact on Relationships between Industrialized Countries" (Bernard Blin); (9) "Computers in Telecommunications Services" (Thilo Pohlert); (10) "The Electronic Technologies Markets in the Eighties" (Karl Joseph Frensch); (11) "Transnational Data Flow--A German Viewpoint" (Hans-Dieter Klee); (12) "Broadcasting Unions in the Future--Sports and News" (Werner Schneider); (13) "Communication Satellites--A Third World Perspective" (Neville D. Jayaweera); and (14) "Advertising and the Creation of Global Markets: The Role of the New Communication Technologies" (Noreene Janus). Also provided are introductory remarks by Reinhard Keune, a welcoming address by E. J. Kerbusch, an agenda for the colloquium, and a list of participants. (JB)

ED 259 711 IR 011 743

Masie, Elliott; Stein, Michele
Computers + Student Activities Handbook.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.

REPORT NO.- ISBN-0-88210-163-3
PUB DATE- 85
NOTE- 61p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Literacy; Enrichment Activities; *Extracurricular Activities; Guidelines; Information Needs; *Microcomputers; Secondary Education; *Student Interests; *Student Organizations; Word Processing

Designed to provide schools with the tools to start utilizing computers for student activity programs without additional expenditures, this handbook provides beginning computer users with suggestions and ideas for using computers in such activities as drama clubs, yearbooks, newspapers, activity calendars, accounting programs, room utilization, and chaperone coverage. Chapter topics include: (1) Technical Information; (2) Word Processing; (3) Number Crunching; (4) Databases; (5) Telecommunications; (6) Special Programs; (7) Activity Idea Sheets; (8) Getting Started; and (9) Getting a Computer. Examples of spread sheet pages (VISICALC) and databases (PROFILE) are included to illustrate ways of using popular software packages, and four ways that computers can be used to communicate are explored, i.e., microcomputer to microcomputer, microcomputer to mainframe computer, microcomputer to database, and microcomputer to communications network. Computer applications and program ideas are suggested for four activity areas: the performing arts, publications, common interest clubs, and student councils. Concluding hints for acquiring a computer include investigation of current school and community resources, donations, and borrowing time on an existing system. (JB)

ED 259 738 IR 051 163

IFLA General Conference, 1984. Management and Technology Division. Section on Information Technology and Joint Meeting of the Round Table Audiovisual Media, the International Association for Sound Archives, and the International Association for Music Libraries. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 70p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiodisc Recordings; Audiotape Recordings; Climate; *Developing Nations; Equipment Standards; Foreign Countries; *Information Science; *Information Systems; International Organizations; Library Associations; *Library Automation; National Libraries; *Preservation; Program Descriptions; Technological Advancement; Videotex
IDENTIFIERS- France; United States

Six papers on information technology, the development of information systems for Third World countries, handling of sound recordings, and library automation were presented at the 1984 IFLA conference. They include: (1) "Handling, Storage and Preservation of Sound Recordings under Tropical and Subtropical Climatic Conditions" (Dietrich Scholler, Austria); (2) "UNIMARC Version of MINISIS ('little' Integrated Set of Information Systems)" (Henriette D. Avram, United States) which describes two phases of the enhancement of the International Development Research Center's MINISIS system by extending it to create and accept records in the IFLA developed UNIMARC format; (3) "The Possibility of a Conflict Between Functional Librarianship and the Needs or Necessity of Advanced Information Technology" (Peter W. Chateh, France); (4) "United We Stand; Divided We Fall: The Benefits to Libraries of International Standardization in Videotex" (Geoff Andrew, United Kingdom); (5) "Minisis/UNIMARC Interface--Its Impact on Libraries" (Charles A. Godfrey, Michael Sherwood, and Garth Graham, Canada); and (6) "L'Informatisation de la Bibliotheque Nationale de Paris: Methode de Conduite du Projet; Participation et Formation du Personnel" (The Automation of the National Library in Paris: Project Management; Personnel Participation and Training) (Christian Lerin and Annick Bernard, France). (THC)

ED 259 765 JC 850 306

John C. Calhoun State Community College Honors Program.
John C. Calhoun State Community Coll., Decatur, AL.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Admission Criteria; College Faculty; Community Colleges; Course Objectives; Evaluation Criteria; *Honors Curriculum; Program Descriptions; Teacher Selection; Two Year Colleges; *Two Year College Students

An overview is provided of the objectives, courses, students, and faculty of Calhoun State Community College's (CSCC's) Honors Program. Introductory remarks describe the Honors Program as a way of providing gifted students with an opportunity for educational challenge and stimulation through sections of core curriculum courses specifically designed and designated as honors sections and honors courses offered within major fields of study. Information on the special criteria used to select honors program faculty and to identify potential honors program students is followed by a brief description of the requirements for graduation with departmental honors. The next sections provide information on the honors courses, looking at: (1) course goals; (2) patterns for designing courses; (3) educational modes used in the courses; (4) procedures for the design and approval of courses; and (5) the honors course numbering system. The next sections focus on the Honors Program faculty, considering preferred qualifications; recommendation/application procedures of faculty interested in positions within the Honors Program; and evaluation methods. The final section focuses on the honors students, offering guidelines for evaluating student applications to the program along with information on regulations for the retention of students, recognition of Honors Program participation, and the system for the advising of honors students. (EJV)

ED 259 823 PS 014 886

Status of Day Care in Canada, 1983: A Review of the Major Findings of the National Day Care Study, 1983. = Situation de la garde de jour au Canada, 1983: Revue des principales conclusions de l'etude nationale sur la garde de jour en 1983.

National Day Care Information Centre, Ottawa (Ontario).

PUB DATE- 83
NOTE- 46p.
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Needs; *Employed Parents; *Employed Women; Foreign Countries; National Surveys; *One Parent Family; Students
IDENTIFIERS- *Canada; *National Day Care Study

The major purpose of the Status of Day Care in Canada reports is to gather information from the provinces concerning day care spaces in order to determine the growth of day care from year to year. In addition to reporting the increase in the availability of day care services from 1973 to 1983, this report provides data on the ages of children registered in day care centers versus family day care homes. Day care centers, as opposed to family day care offered in private homes, may have public, non-profit, or commercial sponsorship. Also reported are data providing interprovincial comparisons of day care spaces: (1) by age of children served; and (2) by auspices. Concluding tables present four separate compilations estimating the percentage of children that can be served by existing day care spaces. These compilations present information for children under the age of 2, for children from 2 to 6, and for children 6 years of age and over. The four groups of parents included in the compilations are mothers in the labor force; full-time working parents; full-time working parents plus students; and full-time working parents. students, and parents working 20 to 29 hours a week. (RH)

ED 259 837 PS 015 168

Paris, Cynthia L.
Skills and Concepts of Successful Young Computer Users.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Microworld for Young Children Conference (College Park, MD, March 8-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Software; *Curriculum Development; Early Childhood Education; Integrated Activities; *Learning Activities; *Skill Development; *Young Children

Answers to questions about how children successfully use computers were found by identifying computer skills and concepts achieved by children attending the 1984 Computer Camp for Young Children at the University of Delaware. A total of 43 children from 4 through 7 years of age attended 1-1/2 hour sessions each day for 4 weeks. Computer activities were embedded in a supporting curriculum of materials and activities designed to precede or extend computer experiences. Children received instruction or coaching in specific computer skills as the need arose. During the last 3 weeks of the camp, teachers recorded children's performance on a list of computer skills thought necessary for successful computer use. This paper first succinctly identifies seven skills demonstrated by all successful children and five concepts about the nature of computers the children understood. Then, for each concept and skill, sample activities and materials are suggested as stimuli to planning. Concluding remarks caution readers that the information presented in the article does not constitute a prescription for successful computer activities with young children, but should be regarded as a demonstration of a way of thinking about computer use in early childhood education through which curriculum materials and activities were generated. (RH)

ED 259 506 EC 180 242

Gaylord-Ross, Robert J.; And Others

The Training and Generalization of Social Interaction Skills with Autistic Youth.

Marin County Office of Education, San Rafael, CA.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 55p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).
GRANT- G008104154
AVAILABLE FROM- Thomas Haring, Department of Special Education, University of California-Santa Barbara, Santa Barbara, CA 93106.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Generalization; *Interaction; *Interpersonal Competence; Peer Relationship; Young Adults

Two experiments were conducted to increase the initiations and durations of social interactions between autistic and nonhandicapped youths. Experiment 1 involved teaching two autistic youths (17-20 years old) to initiate and elaborate social interactions with three age appropriate and commonly used leisure objects; a radio, a video game, and gum. The students were first taught to use the objects and subsequently instructed in the related social skills. The youths generalized these social responses to other nonhandicapped peers in the same leisure setting. A second experiment trained a third autistic youth (18 years old) to emit similar social leisure skills. The use of the leisure objects and the related social skills were taught at the same time. The autistic youth learned these skills and generalized them to other nonhandicapped peers in the same leisure setting. The importance of teaching generalized social responding in particular subenvironments was emphasized. (Author)

ED 259 523 EC 180 259

Wehman, Paul, Ed.; Hill, Janet W., Ed.
Competitive Employment for Persons with Mental Retardation: From Research to Practice. Volume I.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. of Handicapped Research (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Research Projects Branch.
PUB DATE- 85
NOTE- 444p.; Sections I-IV have also been processed separately, see EC 180 260-263.
CONTRACT- 82-37-300-0357
GRANT- G00843106; G008301124
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 W. Main St., Richmond, VA 23284 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Behavioral Science Research; Daily Living Skills; *Education Work Relationship; *Employment; Employment Potential; Interpersonal Competence; Job Skills; *Mental Retardation; Models; Parent Attitudes; *Parent Participation; Parent Role; Vocational Adjustment; Young Adults

Twenty-one papers address issues related to competitive employment of persons with mental retardation. The papers are grouped into four distinct sections having the following headings: general papers, transition from school to work, parent involvement, and behavioral training strategies. The individual papers are as follows: "Critical Values in Employment Programs for Persons with Developmental Disabilities" (P. Wehman and M. Moon); "A Supported Work Approach to Competitive Employment of Individuals with Moderate and Severe Handicaps" (P. Wehman and J. Kregel); "Supported Work Model of Competitive Employment for Mentally Retarded Persons: Implications for Rehabilitative Services" (W. Revell et al); "Demographic Analyses Related to Successful Job Retention for Competitively Employed Persons Who Are Mentally Retarded" (J. Hill et al); "Differential Reasons for Job Separation of Previously Employed Mentally Retarded Persons across Measured Intelligence Levels" (J. Hill et al); "An Analysis of Monetary and Nonmonetary Outcomes Associated with Competitive Employment of Mentally Retarded Persons" (M. Hill et al); "Time Limited Training and Supported Employment: A Model for Redistributing Existing Resources for Persons with Severe Disabilities" (M. Hill et al); "School to Work: A Vocational Transition Model for Handicapped Youth" (P. Wehman et al); "What is the Employment Outlook for Young Adults with Mental Retardation after Leaving School?" (P. Wehman et al); "Toward the Employability of Severely Handicapped Children and Youth" (P. Wehman); "Community Integration of Young Adults with Mental Retardation: Transition from School to Adulthood" (J. Kregel et al); "Transition from School to Work for Individuals with Severe Handicaps: A Follow-up Study" (P. Wehman et al); "Unemployment among Handicapped Youth: What Is the Role of the Public Schools?" (P. Wehman and J. Barcus); "Parent/Guardian Attitudes toward the Working Conditions of Their Mentally Retarded Children" (J. Hill et al); "Factors Influencing Parents' Vocational Aspirations for Their Mentally Retarded Children" (J. Seyfarth et al); "Helping Your Child with Severe Developmental Disabilities Receive Vocational Training and Employment: Guidelines for Parents" (M. Moon and A. Beale); "Assessment of Parental Concerns Regarding the Skill Deficits of Their Competitively Employed Child" (M. Shafer et al); "Developing Appropriate Social-Interpersonal Skills in a Mentally Retarded Worker" (M. Shafer et al); "The Development of Automated Banking Services for Mentally Retarded Persons: A Pilot Study" (M. Shafer et al); "A Demonstration of the Acceptability of Applied Behavior Analysis in a Natural Job Environment" (V. Brooke et al); and "The Development of Punctuality in a Mentally Retarded Worker through Self-Recording" (M. Shafer and V. Brooke). (CL)

ED 259 538 EC 180 274

Vogel, Susan A.; Sattler, Joan L.
The College Student with a Learning Disability: A Handbook for College and University Admissions Officers, Faculty, and Administration.
Illinois Council for Learning Disabilities, Palatine.
PUB DATE- Dec 81
NOTE- 13p.; Cosponsored by the Ray Graham Memorial Fund of the Illinois Council for Exceptional Children.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; Higher Education; *Learning Disabilities; *Postsecondary Education; *Program Development; Student Evaluation

Intended for college and university admissions officers, faculty, and administration, the booklet presents an overview of learning disabilities (LD) and the implications of LD on postsecondary services. A definition of LD is given, followed by a list of typical characteristics of LD adults. Characteristics of a model comprehensive college LD program are noted, including administrative and faculty support, planning and staff development, and the use of peer tutors. Among the modifications suggested for higher education of LD students are making the syllabus available four to six weeks before the beginning of class, giving assignments both orally and in writing, allowing oral presentations or taped papers instead of written papers, and modifying evaluation procedures through such means as allowing for untimed tests and for oral, taped or typed exams rather than written ones. A list of 12 references and 18 organizations and resources concludes the booklet. (CL)

ED 259 555 FL 015 110

Thomas, Jacqueline

Language Awareness for Multicultural Populations: Building Positive Attitudes.

PUB DATE- Apr 85
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Cultural Pluralism; Expressive Language; *Interpersonal Communication; *Language Attitudes; *Language Usage; Nonverbal Communication; Persuasive Discourse; Second Languages; Social Dialects; Social Influences; *Sociolinguistics; Verbal Communication
IDENTIFIERS- *Names

This paper suggests classroom activities to develop awareness of language and the sociolinguistic aspects of language proficiency and to help eliminate language prejudice. The exercises are presented in seven categories: (1) examination of connotative and denotative language, names and nicknames; (2) dialects and slang and the status attached to language use; (3) social variables such as topic, setting, role and attitudes of communicators, and register; (4) language variation according to function; (5) lyricism, figurative language, and expression of sentiment; (6) symbols and nonverbal communication; and (7)foreign languages. (MSE)

ED 259 643 HE 018 524

Ruscio, Kenneth P.
Specializations in Academic Disciplines: "Spokes on a Wheel." ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Biology; College Faculty; Higher Education; Integrated Activities; *Intellectual Disciplines; *Interdisciplinary Approach; *Political Science; Research Needs; *Specialization; Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting

The conventional view of academic specialization is discussed, and the disciplines of biology and political science are used as illustrations. The analysis is based on literature studies concerning the two fields, interviews with five prominent persons in each field, and interviews with 32 biology and 32 political science faculty from 16 schools. Attention is directed to four patterns of integration. Since actual problems do not conveniently fall into disciplinary boundaries, scientists may have to study other disciplines to answer a specific question. In addition, methodologies or advances in instrumentation can sometimes integrate: a methodologist might need to search many fields to find the right problem to test a technique. The disciplines also reward individuals who look at a question from different perspectives (i.e., interdisciplinary approach). Finally, teaching integrates the discipline by forcing specialists to broaden their knowledge of areas beyond their own fields. For the future, it is recommended that research on disciplinary cultures be merged with studies of the growth of specialties. Also needed are studies on the way disciplines function in different organizational settings. (SW)

ED 259 725 IR 011 803

Appleman, Merrie, Ed.
Summary Proceedings: The Conference on Electronic Text for Higher Education (San Diego, California, January 21-23, 1985). Report Number Eight of the Electronic Text Report Series.
San Diego State Univ., CA. Center for Communications.
SPONS. AGENCY- Electronic Text Consortium.
PUB DATE- 85
NOTE- 88p.; For related documents, see IR 011 729, IR 011 772-775, IR 011 802, and ED 255 181. The program on Electronic Text for Higher Education is supported by Annenberg/CPB Project.
AVAILABLE FROM- Center for Communications, San Diego State University, San Diego, CA 92182 ($10.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Computer Assisted Instruction; Computer Graphics; Computers; Conference Proceedings; Distance Education; Electronic Equipment; *Higher Education; Information Networks; Information Services; Instructional Design; Research and Development; *Telecommunications; *Videotex
IDENTIFIERS- *Electronic Text

This report of the Conference on Electronic Text for Higher Education presents summaries of the principal presentations and discussions at each of eight sessions. Those sessions, with their presenters, include: (1) "Perspective: Electronic Text in Higher Education" (John Witherspoon, Mara Mayor); (2) "Theme and Variations: What Is Electronic Text?" (Kathleen Mulcahy, Molly Richardson, Martin Greenberger); (3) "What Works: The Effective Use of Electronic Text in the Learning Environment" (Chris Hassett, Lee Rockwell, Brenda Pfaehler, Rob Lippincott); (4) "Reaching Distant Learners" (Patrick Boyle, Mara Mayor, Thomas Wilson, Kenneth Stanton, Gary Strong); (5) "Communications Technology and American Higher Education" (Henry Geller); (6) "Producing the Product: Electronic Text That Works" (Gwen Nugent, P. J. Peters, Nancy Bamberger); (7) "Techniques for Assessing New Technology" (John Carey, David Dozier); and (8) "The Next Five Years: Perspectives on Planning" (Richard W. Jonsen, Robert Wyman, Barry Orton). Also included are brief biographical sketches of those making the presentations together with their educational or commercial affiliations. (JB)

ED 259 794 JC 850 428

McCright, Gerald J.

A Study of the Relationship between Iowa Community College Personnel's Post Industrial Society Orientation and Their Perceptions of Characteristics of Quality in Community Colleges.

PUB DATE- 85
NOTE- 128p.; Major applied research project for Ph.D., Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Faculty; *Community Colleges; *Educational Quality; *Educational Trends; *Futures (of Society); Questionnaires; State Surveys; Teacher Attitudes; Two Year Colleges

A study was conducted to investigate the relationship between perceptions of the future environment of community colleges and perceptions of quality in community colleges among Iowa community college personnel. Questionnaires were mailed to a random sample of 181 community college professionals, requesting them to rate a series of statements according to their importance as indicators of quality at community colleges and to assess the likelihood of 53 future events/conditions and their impact on community colleges. Study findings, based on a 61% response rate, included the following: (1) there was no significant relationship between the future orientation of the respondents and their ranking of the 29 indicators of quality in community colleges; (2) there was no significant relationship between respondents' employment status, age, or sex and their perception of quality in community colleges; and (3) approximately 16% of the respondents had a post-industrial/service orientation toward the future, 16% had a post-industrial/self-reliant orientation, and 66% had no orientation toward the future. The survey instruments and a literature review on conditions of decline in higher education, organization theories, characteristics of community college quality, future studies, and employee expectations are included. (LAL)

ED 259 852 RC 015 349

Frankena, Frederick

Growth and Change in Nonmetropolitan Schools: Effects of the Population Migration Turnaround in Osceola County, Michigan During the 1970's.

PUB DATE- Oct 84

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; *Migration Patterns; Population Trends; Rural Development; *Rural Education; Rural Population; Rural Schools; School Demography; Small Schools; *Urban to Rural Migration

IDENTIFIERS- *Impact; Impact Studies; *Michigan (Osceola County)

Findings of a study to establish the determinants and effects of urban to rural population migration patterns in Osceola County, Michigan, where a 27.6% increase (4,090 people) occurred during the 1970's, illustrate typical effects of population migration turnaround on nonmetropolitan schools. The study revealed that school facilities were strained, requiring use of mobile or makeshift classrooms. Financial problems occurred, primarily in the guise of millage issue defeats. A shortage of teachers, program cutbacks, and curtailment of course offerings resulted. Newcomers contributed to the heterogeneity of the school and community population both positively and negatively. Transiency and turnover became problems while gains in programs to serve newcomers, particularly education-outreach programs for elderly retirees were beneficial. Because the distribution of population growth was largely determined by the amenities within the area, the effects among the four school districts in the county were diverse. Analysis of the Osceola County experience indicates that both quantitative and qualitative data from local communities must supplement secondary data for effective decision making and planning and better cooperation between local, state, and federal groups should serve to help communities experiencing rapid growth make timely and adequate adjustments. (NEC)

ED 259 880 SE 045 460

Jbeily, Kamil Assaad; Barufaldi, James P.

A Profile of the Needs and Concerns of English Speaking Public Secondary School Science Teachers from Five Geographic Regions of the Republic of Lebanon.

PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Chemistry; *Needs Assessment; *Physics; Science Education; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science
IDENTIFIERS- *Lebanon; Science Education Research

This study identified the needs and concerns of English speaking public secondary school biology, chemistry, and physics teachers in the five geographic regions of the Republic of Lebanon. Data were collected using a demographic questionnaire, a modified version of the Moore Assessment Profile (an instrument developed to assess the needs of secondary science teachers), and the Teacher Concerns Statement (an instrument based on the Concerns-Based Adoption Model). Although all English speaking science teachers were contacted, 65 usable returns were received (58 percent). Results indicate that: physics teachers shared 6 high-priority in-service needs; chemistry teachers shared 9 high-priority needs; and biology teachers shared 21 high-priority needs. Physics, chemistry, and biology teachers across the regions had mostly medium-level concerns (task concerns: issues related to management, efficiency, organization, scheduling, time demands, adequacy of curricula, and availability of instructional materials and laboratory equipment), and high-level concerns (impact concerns: issues related to the impact of teaching on students' performance and competence, and changes needed to increase student outcomes). The high-priority needs and predominant concerns of public secondary biology, chemistry, and physics teachers in Lebanon's different geographic regions must be addressed if the conditions and effectiveness of these teachers are to improve. (Author/JN)

ED 259 571 FL 015 133

Brod, Evelyn F.
Bilingual and Group Poetry in the Foreign Language Classroom.
PUB DATE- 85
NOTE- 12p.; For related documents, see FL 015 131-139.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Instructional Materials; Language Skills; Literature Appreciation; *Poetry; *Second Language Instruction; Skill Development

This article suggests a variety of ancillary activities in which poetry may be introduced into the foreign language classroom to build confidence and have fun in the second language, while practicing and reinforcing important linguistic concepts. The use of topics and themes such as wishes, comparisons, dreams, colors, or metaphors, is recommended. Class collaborative poems, to which each student contributes a line, is noted as a possible group activitiy. Poems from a variety of languages, including Spanish, French, Italian, German, Japanese, are mentioned, and guidelines are given for choosing examples for classroom use. Hints for classroom implementation include emphasizing repetition instead of rhyme in student poetry writing assignments, because rhyme can be difficult for language learners; discouraging undue concern about spelling, grammar, punctuation, and neatness in student poetry writing; having enough copies of each poem for all students; and being aware of the special problems of adolescent students, such as shyness, the literariness of some who write and the hostility of some who don't. A suggested assignment that has been found to be effective is the writing of poems with foreign words in them. (MSE)

ED 259 587 FL 015 152

Summary of Second Language Provisions in the New Part 100 of the Commissioner's Regulations.

New York State Education Dept., Albany. Bureau of Foreign Languages Education.

PUB DATE- Dec 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Graduation Requirements; *Language Skills; Program Development; Program Implementation; School Districts; Secondary Education; *Second Language Instruction; *Second Language Programs; *State Standards; *Statewide Planning
IDENTIFIERS- *New York

An overview of the foreign language requirements in the new Part 100 of the New York State Commissioner's regulations for public schools is presented to aid local school personnel in designing foreign language programs and advising students regarding the new statewide requirements. The summary first defines the terms used, and then outlines: the second language program, credit, and examination requirements; Regents high school diploma core, sequence, and combination requirements; local high school diploma core and sequence requirements; general provisions having implications for second language instruction, including credit by examination, use of alternative examinations and procedures, use of state syllabi, grade 8 acceleration, course and sequence availability, variances, and reporting requirements; and an implementation schedule. Notes on second language program planning and answers to frequently-asked questions are also included. (MSE)

ED 259 601 HE 018 285

Weinholtz, Donn; And Others
A Developmental Model for Teaching in Experiential Learning Settings.
PUB DATE- Mar 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Clinical Experience; *Clinical Teaching (Health Professions); College Faculty; *College Instruction; Educational Objectives; *Experiential Learning; Higher Education; Learning Activities; *Medical Education; *Models; Skill Development; *Teacher Role; Teacher Student Relationship; Work Experience

A model for distinguishing effective and ineffective educational practices in experiential learning settings is described. The model is an adaptation of Hare's developmental phases of successful learning in classroom settings. During the orientation phase, the instructor communicates to learners what they are expected to accomplish. In the experiential learning setting, the acquisition phase involves reliance on a loosely-structured instructional scenario, whereby teachers take advantage of educational opportunities as they present themselves. During the practice phase of the experiential development model: (1) group members increasingly assume responsibility for initiating and maintaining activities related to their skill development; (2) the instructor maintains a low level of control; and (3) instructional activities occur outside of the work situation. The work phase involves the learner in using skills while pursuing tasks independent of the instructor's supervision. Finally, evaluation of individual and group performance occurs in the termination phase. The instructional leadership role and applications of the model to instructors on a medical service are discussed, along with further application of the experiential development model. (SW)

ED 259 615 HE 018 496

Thelin, John R.

The History of Higher Education: An Agenda for the Useful Past as a Lively Art. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985). Broken print will affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Administration; College Planning; *Decision Making; *Educational History; *Higher Education; *Information Needs; Information Sources; *Policy Formation; Public Policy; Research Methodology

IDENTIFIERS- *ASHE Annual Meeting

An agenda to make historical analysis an integral part of public policy analysis in higher education is outlined. It is argued that the history of higher education should have a prominant place within higher education as a field of research, planning, development, and administration. Rather than claiming that a knowledge of the history of higher education provides lessons to prevent bad decisions, it is suggested that serious study of the history of higher education should provide contemporary leaders with a grasp of the complexities, not the simplicities, of the past. To achieve this aim, graduate students and future leaders need to be exposed to studies that disprove convenient stereotypes. In addition to knowing the important episodes of the history of higher education, it is proposed that contemporary administrators and policy planners use the methods, sources, and logic of the historian in considering higher education issues. For example, historical research can be essential for reconstructing the origins and rationale for low tuition and no tuition policies at state institutions. Historical research on administration and campus structure can also be useful in constructing organizational theory. (SW)

ED 259 629 HE 018 510

Brinkman, Paul T.; Leslie, Larry L.

Economies of Scale in Higher Education: Fifty Years of Research. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Finance; Enrollment Influences; Expenditure per Student; *Expenditures; Higher Education; Program Costs; *School Size; *Two Year Colleges; *Unit Costs; *Universities
IDENTIFIERS- *ASHE Annual Meeting; *Research Universities

Results of empirical studies of the size-cost relationship in higher education are synthesized, with emphasis on comprehensives, standardization, and mathematical integration. Results of research on economies of scale at two- and four-year colleges and research are summarized as follows: (1) two- and four-year colleges, on average, do experience positive returns to size; (2) substantive size-related economies are most likely to occur at the low end of the enrollment range; (3) the enrollment range over which such economies are likely to be found differs by type of institution; (4) the extent of such economies differs by function, with the administrative area typically experiencing the greatest reduction in unit cost and instruction the least; (5) for educational and general expenditures, the broadest category, a three- to four-fold difference in enrollment among small institutions is accompanied by a difference in cost per student, at the mean, of 25 percent for two-year institutions and 23 percent for four-year institutions; and (6) the extent to which scale-related economies or diseconomies are demonstrated by a given set of institutions depends on variations among them in the scope and variety of the programs and services they offer, the salaries they pay, and the general disposition of their resources. A six-page list of references concludes the document. (SW)

ED 259 657 HE 018 538

TELESCAN. Volume 2, Issues 7-12, September/October 1982-July/August 1983.

American Association for Higher Education, Washington, DC. Center for Learning and Telecommunications.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 83

NOTE- 86p.; For related documents, see HE 018 537-540.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)

DESCRIPTORS- Broadcast Television; *Cable Television; Communications Satellites; *Computers; Conferences; *Distance Education; *Educational Technology; Educational Television; Federal Aid; Federal Legislation; *Higher Education; Program Descriptions; Publications; Public Television; Radio; *Telecommunications; Teleconferencing; Telephone Communications Systems; Videotex

A digest about how higher education can use new telecommunications technologies, especially to reach students in off-campus settings, is presented. Six issues of volume 2 of the newsletter "TELESCAN" include articles on special topics, an update of legal and regulatory issues, and descriptions of national initiatives involving applications of technology-based instruction in higher education. Also included are abstracts and annotated bibliographies based on periodical articles, which are organized under the technology they address: audio, video, or computer technologies, or combined technologies. Specific categories include: radio, telephone, teleconferencing, broadcast television, cable television, videotext/teletext, satellites, videodisc, videotape, computers, and interactive video. Brief reviews of a variety of books, research reports, and occasional papers are also provided, along with ordering information. Finally, information is provided on conferences, workshops, seminars, projects, and other events. Specific contents include: a review of federal funding for telecommunications and education in 1982; two divergent views on the impact of cable technology on social institutions; and the potential of video teleconferencing for education and training. An index to volume 2 is included. (SW)

ED 259 684 HE 018 612

McCornak, Robert L.; And Others
Remedial Education Programs at Two State Universities: A Comparison of Freshman Persistence and Performance. AIR 1985 Annual Forum Paper.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College English; *College Freshmen; College Mathematics; Comparative Analysis; *English Instruction; Higher Education; Longitudinal Studies; *Remedial Instruction; *Remedial Mathematics; State Universities
IDENTIFIERS- *AIR Forum; California State University Northridge; San Diego State University CA

The academic success of students enrolled in remedial English and mathematics programs was compared at two large state universities, California State University, Northridge, and San Diego State University. The sample consisted of three successive freshmen classes, those entering in fall semesters 1981, 1982, and 1983. The remedial English programs had enrollments ranging from 334 to 453, while the remedial mathematics programs ranged from 110 to 479. The students were tracked through fall 1984, and the longitudinal success measures were annual pass-fail rates and persistence rates. English remedial and nonremedial cohorts were formed within three score categories for the verbal part of Scholastic Aptitude Test (SAT), while remedial and nonremedial mathematics cohorts were formed with three score categories of the math part of the SAT. No significant differences were found in the persistence rates of the remedial English or math students, when compared with nonremedial groups at either campus. Significant differences were found in the pass-fail rates of remedial and nonremedial English cohorts at both campuses. The remedial English cohorts averaged 72 percent passing, compared to 84 percent passing for the average nonremedial cohort. (SW)

ED 259 751 IR 051 196

Unesco Integrated Documentation Network; Computerized Documentation System (CDS).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Documentation, Libraries, and Archives.

REPORT NO.- UNESCO/BIE/DOCINF/INF.1
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Meeting of Experts in Educational Documentation and Information (Geneva, Switzerland, May 20-24, 1985). For related documents, see IR 051 190-195.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Databases; Data Processing; Developed Nations; Developing Nations; *Information Services; *Information Systems; *International Organizations; Thesauri
IDENTIFIERS- Bibliographic Data Bases; *Database Management Systems; UNESCO

Intended for use by the Computerized Documentation System (CDS), the Unesco version of ISIS (Integrated Set of Information Systems)--originally developed by the International Labour Organization--was developed in 1975 and named CDS/ISIS. This system has a comprehensive collection of programs for input, management, and output, running in batch or online mode. The structure of the file makes it possible to add, modify, or delete whole records or parts of records and keep the database current through the use of search terms and boolean expression. It also enables users to gain access to the master file via any element in the database; to build indexes from descriptors, thesaurus terms, or free text; to specify sorting and printing instructions; and to create a variety of print formats for specialized types of output. Enhanced versions of CDS/ISIS issued in 1983 and 1984 include a number of new state-of-the-art features. The 47 databases within the Unesco Secretariat that are run by CDS/ISIS cover a wide range of applications, including the processing, storage, and retrieval of non-bibliographic data. Since 1977, the system has been distributed to over 100 national institutions or international organizations having the required hardware and software. Major uses by Unesco include the maintenance of Unesco Bibliographic Data Base (UNESBIB), updating the Unesco Thesaurus, and technical support for the Integrated Documentation Network. Unesco also has a version of CDS/ISIS adapted to run on micro and minicomputers. Written in PASCAL, the first release of this version runs on DEC PDP 11 compatible equipment under the operating system RCX11-M and IBM PC under DOS. A second version for the UNIX operating system is foreseen, and work is being undertaken to establish software for processing non-Roman characters, e.g., Russian and Arabic. (BBM)

ED 259 809 JC 850 444

ESL Master Plan. Revised June 1979.
San Francisco Community Coll. District, Calif.
PUB DATE- Jun 79
NOTE- 232p.; For the previous edition, see ED 134 015. For other related documents, see JC 850 445-446.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; College Planning; *Community Colleges; *English (Second Language); Master Plans; *Program Development; Second Language Instruction; *Second Language Programs; Two Year Colleges

A revised and updated version of the San Francisco Community College District's (SFCCD's) master plan for the English as a Second Language (ESL) program in adult education is presented. Introductory materials discuss the scope of the ESL program, the master plan, instructional methods and approaches, communication competence, limiting context and language, methods to develop language skills, and testing and evaluation. A description of the District's multi-level ESL classes is followed by information on specific-level ESL courses, which are offered at eight distinct levels of English language proficiency. A course description and information on content, methods, materials, and evaluation are provided for each course. Additional sections focus on ESL adult literacy; provide course descriptions; and list textbooks, dictionaries and periodicals for students, publishers, teacher's aids, audiovisual materials, source books and professional monographs for teachers, and books of cultural interest to teachers. A revised master textbook list is appended. (LAL)

ED 259 866 RC 015 398

An Annotated Bibliography of Nonsexist Resources.

Miles Coll., Eutaw, AL. West Alabama Curriculum and Materials Resource Center.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 84p.; For related document, see RC 015 397.

AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($5.25).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; Blacks; Check Lists; Elementary Secondary Education; Equal Opportunities (Jobs); *Females; Feminism; *Instructional Materials; Justice; Language Usage; Nondiscriminatory Education; *Resource Materials; Rural Education; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; Visual Aids

The result of a thorough search, review, and compilation of resources on women's equity, the annotated bibliography represents a sample of print materials, games and kits, photos and posters, and audiovisual aids now available on sexism that should prove useful to counselors, instructors, school administrators, parents, and elementary and secondary students. Resources were selected on the basis of contents, price, and usefulness for target groups. Arranged under 9 broad categories, entries for 236 print resources include author, title, place and date of publication, publisher, price, and brief annotation. Subject categories focus on an overview of sexism in society, education, employment, law, language, media, and guidance programs; checking for sexism in schools, educational materials, employment, language and media; guidance resources for counselors; resources for educators and parents; resources for preschoolers, students, and parents; women, work, and education; equal opportunity laws; general interest topics; and black women. A separate section lists 21 films and where to get them and sources of photos and posters showing women in nontraditional roles. Special features are a listing of publishers with addresses; listings of 29 organizations and 20 periodicals promoting women's equity; and checklists for analyzing sexism in curriculum materials, elementary readers, and school libraries. (NEC)

ED 259 490 EC 180 226

Driscoll, Maxine; Summerford, Christine F.
From Here to There: An Illustrated Manual of Mobility Techniques.

PUB DATE- Jan 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; Primary Education; Travel Training; *Visually Handicapped Mobility

The manual explains and illustrates techniques for orientation and mobility instruction for blind primary age students in the public schools. Techniques are offered for four types of skills: (1) sighted guides (traveling on stairs and through doorways, seating a blind person); (2) protective techniques (following a wall by trailing, lower and upper protective arms); (3) retrieving a dropped object (protecting the head while bending forward, circular and grid hand motions for searching); and (4) cane techniques (grips used with a cane, arm and body position for cane travel, ascending and descending stairs). (CL)

ED 259 671 HE 018 599

Smart, John C.; McLaughlin, Gerald W.

Baccalaureate Recipients: Variations in Academic Ability, Personal Values, and Early Career Satisfaction. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Citizen Participation; College Freshmen; College Graduates; *College Students; Comparative Analysis; Females; Higher Education; *Institutional Characteristics; Longitudinal Studies; Males; Occupational Aspiration; *Outcomes of Education; *Self Concept; *Sex Differences; *Student Development; Student Interests; Values
IDENTIFIERS- *AIR Forum; Research Universities

Changes in the academic and social self-concept and the civic and business orientations of students who attended different types of institutions were studied longitudinally. Data were obtained from a Cooperative Institutional Research Program survey of 4,621 freshmen entering college in 1971 and a followup of those students graduating in 1980. Based on multivariate analysis of covariance, including separate analyses for males and females, it was found that different types of institutions have a differential effect on the developmental patterns of college graduates, and males more than females were affected by the type of postsecondary institution. Analyses suggest that male graduates of major research universities exhibit less growth in terms of academic and social self-concept and community orientation than their peers at the four other types of postsecondary institutions, while female graduates of comprehensive colleges and universities and general liberal arts colleges exhibit less growth in business orientation than those attending other types of postsecondary institutions. Descriptions are included of the five types of postsecondary institutions: doctoral-granting universities, major research universities, comprehensive colleges/universities, selective liberal arts colleges, and general liberal arts colleges. (SW)

ED 259 780 JC 850 412

Greathouse, Ronald E.

Financial Plan: The Metropolitan Community Colleges.

Metropolitan Community Colleges of Kansas City, Mo.
PUB DATE- 1 Jul 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *College Planning; Community Colleges; *Educational Finance; *Enrollment Projections; *Expenditures; *Income; Resource Allocation; Two Year Colleges

This report provides a 5-year projection regarding finances and influencing conditions for the Metropolitan Community College District. The first section details revenue assumptions, focusing on historical and projected enrollments, district tax revenues, state aid, student fees, federal and vocational revenue, investments, business-industry-agency/community education revenues, and other revenues. The next section outlines expenditure assumptions, presenting information and projections regarding administrative center costs, full-time staffing allocation, expenditure allocation system, salary expenditures, other expenditures, capital renewal and remodeling, additional facilities, fund transfers, general fund balance, restricted purposes fund, and cost per full-time student. The next sections provide a summary of assumptions; a 5-year financial plan providing information on 1981-82 through 1989-90; a planning and budget calendar; a list of budget planning assumptions; general fund budget guidelines; and allocation of teaching faculty by campus. (AYC)

ED 259 838 PS 015 170

Vartuli, Sue; And Others

Selecting and Evaluating Software for Use in a Preschool Classroom: From the Young Child's and Researcher's Perspective.

PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Age Differences; *Childrens Games; *Computer Software; Difficulty Level; Guidelines; *Media Selection; Microcomputers; *Preschool Children; Preschool Education
IDENTIFIERS- *Childrens Preferences

A 16-item evaluation form is presented to aid in selection of appropriate computerized game materials for preschool children. The form was derived from a 32-week-long study involving 66 children 3, 4, and 5 years of age who were allowed to play computer games during free play or work time while attending a modified Montessori preschool program. In the first phase of the study, children progressed at their own pace through some or all of 24 selected programs sequenced on the basis of complexity of motoric skill requirements, content, and variety of presentation techniques. During the second phase, children were also given the opportunity to attempt programming and problem solving in 18 additional games using the Logo language, a floor turtle, and a small robot. Information recorded each time the computer was used included (1) name of game; (2) who selected the game (child or teacher); (3) reason game was selected; (4) time spent with the game; (5) what the child liked best about the game; and (6) overall response of the child. Results suggest that the most popular game types were those in which children could press any key on the keyboard to get a response. Older children used the whole keyboard more frequently than did younger children and used games involving more than one motoric operation. Animation, color, music, getting to push keys, and a variety of images were game characteristics which were frequently liked by children who responded to item 5, above. (RH)

ED 259 491 EC 180 227

White, George T., Jr.
The Integrated Electronic Office and the Electronic "Whole" Child: Special and Regular Education in the Years 1987 through 1997.
PUB DATE- May 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Managed Instruction; Data Collection; *Disabilities; Elementary Secondary Education; Management Information Systems; *Microcomputers; Program Administration; *Recordkeeping; Student Records

The paper examines factors involved in applying microcomputer technologies to special education administration. The emergence of the "integrated electronic office" in which student records are stored so as to be available for immediate access is described, as is the complete electronic student record containing all programmatic information on each student throughout their public education. Benefits of such a development are considered as well as such potential problem areas as confidentiality, unauthorized use, and the potential obsolescence of many of the microcomputers in use today. Emphasized in the paper is the need to begin designing integrated educational administrative software that incorporates specific special education information along with other information related to such aspects as attendance, guidance and counseling, federal programs and school psychology. (CL)

ED 259 507 EC 180 243

Haring, Thomas G.; And Others

A Procedure to Teach Students with Severe Handicaps to Self-Deliver Reinforcement.

Marin County Office of Education, San Rafael, CA.; San Francisco State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 31p.; In its: The Socialization Research Project. Final Report, Appendix C, August 1984 (EC 180 236).
GRANT- G008104154
AVAILABLE FROM- Thomas Haring, Department of Special Education, University of California-Santa Barbara, Santa Barbara, CA 93106.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Intervention; *Reinforcement; *Self Control; *Self Evaluation (Individuals); *Severe Disabilities

Three severely handicapped high school students were taught to self-deliver reinforcment after a teacher had given feedback concerning the rate of production. The students self-managed their reinforcement by use of a prosthetic to determine whether or not to give themselves reinforcement. The performance across seven tasks was evaluated during baseline, a condition of teacher-delivery of reinforcement and progressively thinner schedules of student-delivery of reinforcement. Results showed a steady improvement in performance over time, but comparisons between the conditions of teacher versus student control of reinforcement were not possible due to strong practice effect. Potential future benefits of developing self-management strategies are discussed. (Author)

ED 259 539 EC 180 275

Kennedy, John M.
What Can We Learn about Pictures from the Blind?.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blindness; Communications; Elementary Secondary Education; *Freehand Drawing; *Tactile Adaptation; Tactual Perception

A series of studies on tangible pictures and their application to blind persons are reviewed and possible explanations for the suggestion of depth offered by outline drawings are discussed. Findings from ancient cave and rock art, together with drawings made by blind children and adults suggest that outline drawings contain some elements that are universal, independent of culture and of the faculty of vision. Illustrations of some of the blind individuals' drawings demonstrate marked similarities to the development of drawing in sighted children. Studies featuring recognition of tactile pictures and devices used to depict movement and abstract concepts are reviewed. Conclusions center on the blind individual's innate pictorial abilities and the usefulness of encouraging blind persons to experience others' pictures and make their own as well. (CL)

ED 259 644 HE 018 525

Thomasson, John E.; Conrad, Clifton F.

Responses by Humanities Departments to the Oversupply of PhDs. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Admission Criteria; Change Strategies; College Graduates; College Programs; *Departments; *Doctoral Degrees; Education Work Relationship; Employment Opportunities; English; Enrollment Trends; Graduate Study; Higher Education; History; *Humanities; *Job Placement; *Labor Supply; Personnel Policy; Philosophy

IDENTIFIERS- *ASHE Annual Meeting

The responses of graduate-level humanities departments to the oversupply of Ph.D.s and strategies that have been most effective in placing new Ph.D. graduates were investigated. Based on randomly selecting a representative cross-section of departments, a telephone survey was undertaken with 32 English departments, 32 history departments, and 22 philosophy departments. It was found that most departments have responded to the Ph.D. surplus by limiting enrollments. Over half of the respondents said that the number of graduating doctoral students should be decreased, either by limiting the number of students admitted to study, by eliminating redundant or low-quality programs, or by other approaches. Nearly one-third of the departments have made degree completion more difficult: some by increasing requirements, others by raising graduation standards. An important change in the structure of academic organizations was the revision of faculty personnel policies to create academic openings. However, these responses and changes in faculty personnel policies seemed to be negatively related to graduate placement, whereas changes in academic programs and direct placement activities were more positively related to the placement of recent doctoral graduates. (SW)

ED 259 698 IR 011 729

Carey, John; Enerson, Meryl

Staffing and Training Requirements for Electronic Text Production. Report Number Seven of the Electronic Text Report Series.

Greystone Communications, San Diego, CA.

SPONS. AGENCY- Electronic Text Consortium.

PUB DATE- 85

NOTE- 28p.; For related documents, see IR 011 772-775, IR 011 802-803, and ED 255 181. The program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- Employment Qualifications; Higher Education; *Information Networks; Job Analysis; Job Skills; Job Training; *Personnel Management; *Personnel Selection; *Production Technicians; Public Television; Telecommunications; *Videotex

IDENTIFIERS- *Electronic Text

Based on the responses to a survey sent to 23 electronic text managers, this report provides information on the staffing and training requirements associated with the production of electronic text materials. It is directed primarily towards those in higher education and the nonprofit community, including local colleges, public television stations, and community groups, who seek to offer an electronic text service or create materials that will be carried by an electronic text service. The focus of the report is a series of practical issues related to the hiring, training, and management of a production staff, and the report itself is divided into five sections. Section 1 gives an introduction and general overview to the report; Section 2 discusses hiring and training a staff: what to look for in the backgrounds of potential writer-editors or graphic artists; how to approach the training process; and time required to train staff. Section 3 describes types of electronic text services or production jobs and appropriate staff categories for a production team working in these alternative situations. Section 4 addresses the use of time: planning a production schedule; team coordination; and time required for specific tasks. Section 5 provides a concluding discussion of general lessons and production tips offered by respondents to the survey. Additional readings are suggested in the appendix. (JB)

ED 259 712 IR 011 744

Development Communication Report. No. 49.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
PUB DATE- 85
NOTE- 17p.; For related document, see ED 257 413.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Book Reviews; *Developing Nations; *Distance Education; *Educational Radio; Elementary Education; Instructional Design; *Language Arts; Listening Groups; *Mathematics Education; Programing (Broadcast)
IDENTIFIERS- Two Way Radio

Concerned primarily with interactive radio for instruction, this issue highlights radio projects in developing countries that have proven to be a successful tool for educational development. These include: (1) an experimental project designed to investigate the feasibility of using radio as a medium of instruction in the teaching of elementary school mathematics, used in Nicaragua from mid-1974 to early 1979; (2) the Radio Language Arts Project, a direct follow up to the Nicaraguan Radio Math Project for the purpose of applying and adapting the model to a different subject area in Kenya; and (3) Radio-assisted Community Basic Education (RADECO), which teaches the basic curricula of grades one through four through the exclusive use of radio to children in rural areas of the Dominican Republic. The descriptions of each of the projects (by J. Friend, P. R. Christensen and J. F. Helwig/J. Friend respectively) includes instructional design decisions, adaptation challenges, and curriculum choices. A follow up evaluation of all three radio projects is also included; this evaluation, by B. Searle, concludes that interactive radio is effective for the instruction of primary school subjects, and that both trained teachers and untrained classroom proctors can use radio lessons effectively. The newsletter also contains reviews of four books on the topic of radio and broadcasting plus two additional articles: "Radio Science: Completing the Interactive Radio Instruction Curriculum," by J. Meadowcroft, and "The Fourth R--(Interactive) Radio," by Philip Spain. (JB)

ED 259 739 IR 051 164

IFLA General Conference, 1984. Management and Technology Division. Section on Statistics. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84

NOTE- 67p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). Document contains light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developing Nations; Foreign Countries; International Organizations; *Library Administration; Library Associations; Library Cooperation; *Library Research; Library Services; *Library Statistics; National Programs; Program Descriptions

IDENTIFIERS- *Australia; *Nigeria

The three papers in this collection on library statistics were presented at the 1984 IFLA general conference. In "The Management Use of Library Statistics," Geoffrey G. Allen of the Western Australian Institute of Technology discusses current uses and misuses of library statistics and illustrates some practical applications of statistics by citing real library management situations. A second paper by Allen, "The Compilation of Library Statistics: Some Problems in Definition and Collection," exemplifies, from recent experiences in Australia, the practical problems that beset the compiler of statistical data on library operations. The third paper, "Definition and Collection of Library Statistical Data: The Nigerian Experience," by J. A. Dosunmu (Nigeria), summarizes efforts by the National Library of Nigeria to collect statistical data and evolve a national system for its collection, control, and standardization. Definitions and notes, recommendations, and a questionnaire used in this effort are appended. (THC)

ED 259 766 JC 850 398

Report of the Commission for the Advancement of Teaching, Part One: General Issues Related to Teaching Excellence.

Los Angeles Community Coll. District, Calif.

PUB DATE- Mar 85

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Development; *College Instruction; Community Colleges; *Educational Quality; Educational Technology; *Faculty College Relationship; *Faculty Development; Professional Development; *Teacher Effectiveness; *Teacher Improvement; Two Year Colleges

Developed by the Los Angeles Community College District's (LACCD's) Commission for the Advancement of Teaching, this report identifies broad areas related to teaching excellence in the LACCD, assesses them for possible problems or deficiencies, and makes recommendations for solutions where problems exist. Section I introduces the Commission, its charge, and its methods of investigation and operation. Section II focuses on professional growth and staff development programs in general, and the professional development opportunities available in the LACCD. Section III looks at career development patterns among college faculty, considering issues such as attitude changes, burnout, the short academic career ladder, merit pay, and the master teacher concept. Section IV considers the importance of social communication and a sense of community to teaching excellence, while section V examines the role of teacher support services. Section VI addresses the impact of advanced computer and telecommunication technologies on the LACCD, covering technological influences on administration, curriculum, classroom instruction, and teacher support services; and exploring the problems of technology. Section VII discusses the relationship of mission and leadership to teaching. Each of these sections concludes with a series of related recommendations. Section VIII offers conclusions and the report ends with a summary of recommendations. (AYC)

ED 259 795 JC 850 429

Griffin, Bill
Construction of the Typical Learning Activity Package at LRCC.

PUB DATE- 18 May 82
NOTE- 16p.; Part of a manual presented at a workshop, "CBE from A to Z," conducted at Lake Region Community College (Devils Lake, NC, May 18, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competency Based Education; Course Objectives; *Learning Modules; Pretests Posttests; *Teacher Developed Materials; Two Year Colleges

Information and examples are provided to assist instructors in the construction of learning activity packages (LAP's). For each of the following LAP components, a statement of purpose and examples are presented: (1) the cover sheet, which should detail the instructional area and unit, prerequisite LAP's, LAP number, and program and college logo; (2) statement of the purpose (terminal objective) and specific objectives of the LAP; (3) a list of learning steps; (4) an optional preassessment of student entry performance; (5) information sheets providing the information needed by students to fulfill the specific objectives of the LAP; (6) assignment sheets; and (7) a post-assessment of student performance on terminal specific objectives. A glossary of terms is included. (AYC)

ED 259 824 PS 014 910

Edgington, Bradley L.; Robinson, Paul W.
Punishment: Several Perspectives.
PUB DATE- Apr 84
NOTE- 34p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Philadelphia, PA, April 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; *Behavior Change; Biblical Literature; *Child Rearing; Corporal Punishment; Discipline; Emotional Development; Generalization; Guidelines; Literature Reviews; Moral Issues; Opinions; *Parenting Skills; *Punishment; *Socialization
IDENTIFIERS- Research Results

Authors of childrearing texts suggest that punishment is a horrifying experience having no positive influence on human relations. Authors of psychology texts are not as opposed but indicate that punishment is not appropriate when one attempts to help children. While some researchers denounce the use of punishment, they also invite further exploration of the issue. In contrast, other authors discuss punishment by presenting emotion-laden statements in an authoritative fashion. It seems fair to say that research has adequately substantiated the fact that punishment can effectively reduce misbehavior. A lingering argument against punishment concerns potentially damaging side effects; however, research indicates that such effects are infrequent and transitory. Another perspective on punishment can be gained from the Bible. The Bible says that punishment, including physical punishment, is valuable. It is the responsibility of parents to discipline, and it is the responsibility of childrearing professionals and society to support these parental responsibilities. (The concluding discussion focuses on seven points for maximizing the effectiveness of punishment and seven tips for proper punishment.) (RH)

ED 259 853 RC 015 350

Indians of Washington State.

Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Apr 85
NOTE- 51p.; Reprint of 1981 revision by Yvonne Peterson.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Languages; American Indian Reservations; *Cultural Background; Elementary Secondary Education; Family Life; Handicrafts; *Social History; Sociocultural Patterns; Supplementary Reading Materials; *Tribes
IDENTIFIERS- Chinook Jargon; *Pacific Northwest Tribes; *Washington

Maps, photographs, and illustrations are included in this introductory history of Indians in Washington state. The tribal groups of the area are classified by geographic and cultural region as Coastal, Puget Sound, and Plateau tribes, and the majority of the resource booklet provides information about the history and culture of each group. Specific topics are Indian houses, cooking and housekeeping, women's work, dress, family life and child rearing, business, government, war, beliefs about the supernatural, and treatments for disease. The chapters on men's and women's work cover canoe construction with illustrations of various canoe and paddle shapes, wood carving of serving trays and other kitchen utensils, weaving of baskets and mats, net making, and food gathering equipment. The chapter on business discusses Chinook Jargon, the Indian trade language of the Columbia River and the Pacific Coast regions, and provides a list of over 250 commonly used words with English translations. Additional information about the Washington state tribes includes a list of tribes and associated Bureau of Indian Affairs agencies, a list of reservations with acreage and population figures, and a list of 39 tribes with a brief statement of their history and present status. (JHZ)

ED 259 881 SE 045 501

White, Arthur L.; Berlin, Donna F.
International Symposium for Improvement of Education and International Relations through Cooperative Research.

PUB DATE- 12 Apr 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *International Cooperation; International Educational Exchange; Learning; *Learning Processes; Learning Strategies; Mathematics Education; *Research and Development Centers; Science Education; *Skill Development
IDENTIFIERS- *Learning Research and Development Center

A Center for the Study of Learning has been proposed by the National Institute of Education. This center is to examine a broad spectrum of higher order cognitive skills including the nature, acquisition, and instruction of these skills. The International Consortium for Learning Research and its coordinating institute, The Ohio State University, share similar goals. Research areas identified by the Consortium include: (1) characteristics of learners (learning style and strategies); (2) characteristics of "learnings" (conceptual systems and processes); and (3) components of instructional systems (methods, materials, techniques, and modes). A major purpose of the Consortium is to synthesize and conduct research relevant to each of the three principal factors of the learning context. An emphasis will be placed on science and mathematics. Another goal is to examine the systematic teaching of generalizable cognitive processes and learning strategies and apply the knowledge to the development of learning models. The report contains a model illustrating the interrelationships of the three program strands. (ML)

ED 259 556 FL 015 111

Kennedy, James H.
"O Mundo da Lingua Portuguesa," a Supplementary Cultural Lesson.
PUB DATE- Jun 85
NOTE- 10p.
LANGUAGE- Portuguese; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *Cultural Education; Determiners (Languages); *Geographic Distribution; Grammar; Higher Education; Introductory Courses; *Language Role; *Portuguese; Second Language Instruction

The text of a classroom lesson on the distribution and use of the Portuguese language in African countries, written in Portuguese and containing an explanation of and practice in using the definite article with African place names, is presented. The lesson is accompanied by vocabulary notes in the margin, a list of questions on the text, and a mpa of the Portuguese-speaking world. (MSE)

ED 259 810 JC 850 445

Henderson, Cindy; And Others

Literacy Supplement to ESL Master Plan.

San Francisco Community Coll. District, Calif.
PUB DATE- Sep 84
NOTE- 112p.; For related documents, see JC 850 444-446.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Community Colleges; *English (Second Language); Literacy Education; Program Development; *Second Language Instruction; Second Language Programs; Two Year Colleges

Guidelines are provided for incorporating a new component into the San Francisco Community College District's English as a Second Language (ESL) Master Plan: "Beginning ESL for Non-Literate Students." Introductory sections give an overview of the curriculum; describe how to use the guide; discuss classroom techniques; describe objectives related to listening, speaking, reading, and writing skills; and explore materials and texts for beginning non-literate students. The bulk of the document provides a graphic display of the curriculum, outlining the following content areas: classroom procedures, pre-reading/reading, pre-writing/writing, numeracy, personal information, family, health, time, money, shopping, transportation/street directions, telephone, housing, post office, and emergencies and home/street safety. For each area, competencies are listed, targeted language skills are identified, lesson structures and vocabulary items are specified, and teaching suggestions and cultural notes are presented. The quide concludes with a bibliography of texts. (LAL)

ED 259 572 FL 015 134

Bowman, Connie L.
So You Want To Be in Pictures: Videotaping in the Foreign Language Classroom.

PUB DATE- 85
NOTE- 8p.; For related documents, see FL 015 131-139.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Dialogs (Language); Difficulty Level; Drama; *Evaluation Methods; French; Group Activities; Interviews; Introductory Courses; Peer Evaluation; Secondary Education; *Second Language Instruction; Self Evaluation (Individuals); *Student Motivation; *Videotape Recordings; *Vocabulary Development

In one high school French department, videotaping began to be used as part of a final examination. It was found that the students wanted to see their tapes and began to critique their own and others' performances. The next year, taping was done earlier in the school year so that the tapes could be used as performance models. Students were more at ease before the camera and the presentations and conversations were more relaxed and natural. Taping is now used extensively in the curriculum, with each student being taped four to six times a year. The student is given part of the class time to prepare for the taping, and each student has an opportunity to critique his own and the general performance. In French I, the students begin by creating a conversation using a controlled vocabulary, and advance to more freedom in skit presentation and topic selection. French II students are taped early in the year for reference and are given more freedom in selecting topics. The teacher reviews the story, pronunciation, and grammar in the class before taping. French III students use selections from books that are read in class, fairy tales, the textbook, and their own ideas. At this level, the students are found to take great pride in their presentations, using costumes and careful planning. In some cases, the tapings are done in student homes. Many of the same techniques can be used with a cassette recorder. Teachers are urged to let students use their considerable creativity to benefit from this equipment in the classroom. (MSE)

ED 259 588 FL 015 153

Hoegl, Juergen K.
National and State Needs for Foreign Language Learning in Government, Business, Tourism, and Agriculture.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Feb 84
NOTE- 29p.; For related document, see FL 015 154.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Area Studies; *Educational Change; *Educational Needs; Employment Patterns; Federal Government; *Industry; International Relations; *International Trade; Language Proficiency; National Defense; National Surveys; Needs Assessment; Public Officials; *Second Language Programs; Second Languages; State Government; State Surveys; *Statewide Planning; Tourism
IDENTIFIERS- *Illinois

There is growing evidence that the need for cultural understanding and foreign language competence in the United States and in Illinois is not being met. This need must be addressed through state educational reform. The deterioration in foreign language capabilities affects national security and is a direct result of declining enrollment in foreign languages and cultural studies. Despite recent interest in this problem, no concrete action has been taken at the national level to respond effectively and decisively. In Illinois, a leading exporting state, the need for foreign language proficiency and cultural understanding reflects the needs of international business in the areas of trade, industry, finance, tourism, and agriculture. Competitive world markets, changing characteristics of domestic markets, and new developments in the tourism industry reinforce the market precept that the language of international business is the language spoken by present and potential customers. The business community has responded to this need by hiring foreign nationals (resulting in a loss of 400,000 for Americans) rather than face the costs of educating personnel and of lost opportunities for income. However, Illinois coal producers and transporters, agricultural researchers, the International Business Council MidAmerica, and tourism promoters deserve recognition for their efforts to support and promote foreign language learning for all Illinois public school students. (MSE)

ED 259 602 HE 018 286

Birdsell, David
Minorities in Higher Education. Third Annual Status Report, 1984.
American Council on Education, Washington, DC. Office of Minority Concerns.
PUB DATE- 84
NOTE- 20p.; Statistical tables will not reproduce well due to small print.
AVAILABLE FROM- American Council on Education, Office of Minority Concerns, One Dupont Circle, Suite 800, Washington, DC 20036 ($5.00 single copy; $4.00 each, 2-10 copies; $3.00 each, 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Age Differences; American Indians; Asian Americans; Black Colleges; Blacks; *College Attendance; *College Faculty; College Graduates; Comparative Analysis; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Higher Education; High School Graduates; Hispanic Americans; Majors (Students); *Minority Groups; Specialization

College enrollments and degree attainment of minorities are reported, along with the role of minority institutions in the education of black students, the retention of high school and college minority students, and academic employment of minority Ph.D.s. In addition, the problem of using data that aggregate all minority groups is discussed. Highlights include: (1) minority groups are younger than the white population with an average median age of 24.9 compared to 31.3 for whites; (2) Blacks, Hispanics, and Native Americans continue to be underrepresented in four-year colleges; (3) blacks experienced proportional enrollment declines at all postsecondary levels, though they have registered slight increases in absolute numbers since 1976; (4) blacks experienced losses in proportional share of degrees earned at every level between 1976 and 1981; (5) black men registered significant decreases in degrees received at all levels; (6) Hispanics leveled off in proportional shares of bachelor's and doctoral degrees, but declined in master's degrees; (7) while increased numbers of Hispanics and blacks graduated from high school, the percentage of both groups enrolling in college declined; and (8) Asian Americans had increased college enrollments and degrees. (SW)

ED 259 616 HE 018 497

Swift, John S., Jr.
The Economics of Recognizing Prior Learning in a Baccalaureate Degree Program for Adults. ASHE 1985 Annual Meeting Paper.
PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Bachelors Degrees; *College Credits; *College Students; *Economic Factors; Enrollment Influences; Higher Education; Income; Liberal Arts; *Prior Learning; Student Costs; Tuition
IDENTIFIERS- *ASHE Annual Meeting; *University of Toledo OH

The economic effect of the recognized prior learning (RPL) component of the University of Toledo's Adult Liberal Studies baccalaureate degree program was studied. The degree program, which is targeted at adults over 25 years old who have never attended college, provides credit for prior learning. A survey of 169 students who received credit for prior learning assessed whether the adults attended college because of the opportunity provided by RPL. Attention was also directed to: the amount of income the enrollment of these students generated for the university; the number of hours the student enrolled for each quarter and the number of hours of RPL awarded each quarter; and the charges students paid for all courses each quarter. It was found that 68 percent of the students who entered the Adult Liberal Studies program were strongly influenced by the opportunity to receive up to 75 hours of credit for prior learning. Net income generated through RPL was $947,558 for the fall quarter 1971 through winter quarter 1984, after deducting the amount of instructional and general fees, and claimed state subsidy lost because prior learning credit was granted. The additional amount of instructional and general fees students would have paid if no RPL had been offered averaged $1,465 per student. (SW)

ED 259 630 HE 018 511

Smart, John C.; Ethington, Corinna A.

Early Career Outcomes of Baccalaureate Recipients: A Study of Native Four-Year and Transfer Two-Year College Students. ASHE 1985 Annual Meeting Paper.

PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; Career Choice; *College Transfer Students; *Education Work Relationship; *Employment Experience; Graduate Surveys; Higher Education; *Job Satisfaction; Occupational Aspiration; *Two Year Colleges; Vocational Followup
IDENTIFIERS- *ASHE Annual Meeting

Differences in the job status, stability, and satisfaction of 1,609 recent four-year college graduates with varying lengths of attendance at two-year institutions were studied. Data were obtained on a sample of the participants in the National Longitudinal Study of the High School Class of 1972. A longitudinal design was employed that had controls for the following pre-college characteristics: aptitude, family socioeconomic status, intended occupational status, number of years employed between 1976 and 1979, sex, number of years enrolled in two-year colleges between 1972 and 1976, number of jobs held between 1976 and 1979, and occupational status of job held by respondents in 1979. Respondents also indicated their satisfaction with the challenge of the job, working conditions, opportunities for advancement, pay, security, and fringe benefits. Based on multivariate analysis of covariance, no differences were found in the early career outcome measures between students whose undergraduate preparation was solely in four-year colleges and those whose preparation was at both two- and four-year colleges. (SW)

TELESCAN. Volume 3, Issues 1-7, September/October 1983-July/August 1984.

American Association for Higher Education, Washington, DC. Center for Learning and Telecommunications.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 84

NOTE- 108p.; For related documents, see HE 018 537-540.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)

DESCRIPTORS- Broadcast Television; Cable Television; Communications Satellites; *Computers; Conferences; *Distance Education; *Educational Technology; Educational Television; Federal Aid; Federal Legislation; *Federal Regulation; *Higher Education; Program Descriptions; Publications; Public Television; Radio; *Telecommunications; Teleconferencing; Telephone Communications Systems; Videotex

A digest about how higher education can use new telecommunications technologies, especially to reach students in off-campus settings, is presented. Seven issues of volume 3 of the newsletter "TELESCAN" include articles on special topics and descriptions of national initiatives involving applications of technology-based instruction in higher education. Also included are abstracts and annotated bibliographies based on periodical articles, which are organized under the technology they address: audio, video, or computer technologies, or combined technologies. Specific categories include: radio, telephone, teleconferencing, broadcast television, cable television, videotext/teletext, satellites, videodisc, videotape, computers, and interactive video. Brief reviews of a variety of books, research reports, and occasional papers are also provided, along with ordering information. Finally, information is provided on conferences, workshops, seminars, projects, and other events. Specific contents include: a discussion of the controversial proposal for reallocation of the Instructional Television Fixed Service spectrum band by the Federal Communications Commission; information on the potential of videodisc use in instructional settings; and the use of audio teleconferencing for instruction. An index to volume 3 is included. (SW)

ED 259 685 HE 018 613

Ochsner, Nancy L.; And Others

A Study of Male and Female Faculty Promotion and Tenure Rates. AIR 1985 Annual Forum Paper.

PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Practices; *Faculty Promotion; Higher Education; Institutional Research; Longitudinal Studies; Males; *Sex Differences; State Universities; Teacher Employment; *Tenure; Women Faculty
IDENTIFIERS- *AIR Forum; *University of Maryland College Park

Sex differences in tenure and promotion rates and time to tenure and promotion at the University of Maryland, College Park, were studied longitudinally. The study population consisted of tenure-tract assistant and associate professors appointed or promoted in 1973, 1975, and 1977, excluding part-time and visiting faculty. Campus-wide, 42 percent of the female and 43 percent of the male faculty in the assistant professor class of 1973 were tenured, and 25 percent of the females versus 27 percent of the men in 1977 were tenured. Promotion rates for the assistant professors were very similar to their tenure rates. Because of the small number of faculty who were hired as associate professors, statistical analyses could not be conducted. Results indicated no statistically significant sex differences in promotion and tenure rates and in time to promotion and tenure for all classes of assistant and associate professors studied. The proportions of faculty promoted and tenured, however, had declined substantially from the assistant and associate professor classes of 1973 to the classes appointed in 1977. Problems are noted of doing a study of this type (e.g., small sample sizes, lack of data on important variables, political pressures and sensitivity, confounding effects of policy changes, and market changes). (SW)

ED 259 726 IR 051 151

Granheim, Else; And Others

Opening Address and Presentations of the Annual Reports of the Sections Belonging to the Division of Libraries Serving the General Public.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 84
NOTE- 20p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (50th, Nairobi, Kenya, August 19-25, 1984). For other papers from this conference, see IR 051 151-169 and IR 051 273-275. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Adult Education; Annual Reports; *Developing Nations; Foreign Countries; Global Approach; Information Science; *Information Services; *International Organizations; Library Associations; Library Role; *Library Services; Public Libraries; *Reading Habits
IDENTIFIERS- *Africa; Information Transfer

Opening remarks by Else Granheim, President of the International Federation of Library Associations (IFLA), address the meeting theme--"The Basis of Library and Information Services for National Development"--with special attention to the promotion of the reading habit and adult education. Remarks cover IFLA activities in the past several years, brief descriptions of a few of IFLA's core programs, and special concerns of libraries in the Third World. Bound with the opening address are annual reports (with varying levels of detail) from five sections of IFLA: (1) The Section of Libraries for the Blind report by Winnie Vitznasky includes information on meetings, monthly mailings, publishing activities, recommendations on national standards, a discussion of braille in Africa and the availability of materials for the blind, and copyright developments; (2) The report of the Section of Library Service to Hospital Patients and Handicapped Readers covers publications, standing committee meetings, and an extension of the Section's terms of reference to include library services to those in penal institutions; (3) The Section of Children's Libraries report by Chairman Lena Skoglund covers business matters, promotion of the reading habit, projects, and publications; (4) a National Centres for Library Services (ROTNAC) report by Secretary Y. de Niet; and (5) a progress report from the Section of Public Libraries. (THC)

ED 259 752 IR 051 197

Collier, Carol; And Others
Collection Analysis Project. Interim Report.
Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- 20 Sep 84
NOTE- 125p.; For related documents, see IR 051 198-203.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Libraries; Financial Support; Government Role; Higher Education; History; *Improvement Programs; *Library Collection Development; *Library Collections; Operations Research; *Organizational Objectives; Publishing Industry; Resource Allocation; Self Evaluation (Groups); *Social Influences; Tables (Data); Technological Advancement
IDENTIFIERS- Association of Research Libraries; Collection Assessment; *University of Wyoming

This interim report of the University of Wyoming's Collection Analysis Project, whose purpose is to examine the university library's collection development process and make workable recommendations for process improvement, consists of a brief history of the library's collection, including a review of the evolution of the collection development structure; efforts at collection development policies and collection assessment; allocations; collection size; and library programs. Conclusions and recommendations regarding the gathering and organization of information needed for collection development are discussed. Environmental factors that significantly affect the library's collection development system are described, including the publishing industry, library profession, federal and state governments, and the university itself, and their impact is assessed with particular attention to the library's mechanisms for monitoring the environment. Collection development goals are also discussed within the context of the library and the university and recommendations are made to improve goal setting procedures. Charts, graphs, and tables supplement the written text. (MBR)

ED 259 781 JC 850 413

Silverman, Sherman E.
Using Primary Source Material as a Supplement to the U.S. History Survey Course.
PUB DATE- 19 Apr 85
NOTE- 61p.; Paper presented at the Annual Meeting of the Eastern Community College Social Science Association (Harrisburg, PA, April 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *History Instruction; *Instructional Materials; *Primary Sources; *Teaching Methods; Two Year Colleges

Examples of primary source materials that can be used in a U.S. history survey course are presented to illustrate the use of primary documents to provide insight into how particular individuals or groups reacted to specific events. An introduction to the documents and their significance in U.S. history is provided, along with suggestions for class discussion, for the following documents: (1) a speech by the Commissioner of the Orangeburg Commission on Contracts to the Freedpeople of Orangeburg, South Carolina (1865); (2) immigration data extracted from various ship manifests (1896); (3) an extract of the report by Lillian Russell Moore on immigration (1922); (4) a packet of materials produced by the Committee on Public Information to motivate the people behind the U.S. war effort (1917); (5) a cartoon satirizing the affluence of U.S. society in the 1920's (1924); (6) a packet of letters and articles illustrating aspects of racism and Black migration from the South (1919-1928); (7) letters written to President Franklin Roosevelt during the New Deal era (1933-1937); (8) a letter from Ho Chi Minh asking for U.S. support in establishing the Vietnam Democratic Republic (1933); (9) a letter to President Ford from the Presidential Clemency Board regarding the extension of clemency to persons convicted under the Military Selective Service Act and copies of Ford's pardons for three individuals (1974); and (10) a letter endorsing the nomination of Gerald Ford for the Vice Presidency (1973). Concluding comments describe the summer workshops conducted by the National Archives and Records Administration to assist teachers to create their own teaching materials from primary sources and facsimiles. (AYC)

ED 259 540 EC 180 276

McInerney, Claire Fleischman
Cluster Grouping for the Gifted. The Bottom Line: Research-Based Classroom Strategies. A Series for Teachers.
LINE, Inc., St. Paul, MN.
PUB DATE- 83
NOTE- 24p.
AVAILABLE FROM- Information Retrieval Service, 311 Pleasant, St Paul, MN 55102 ($5.75, 10 or more copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Educational Philosophy; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); Program Development; Teacher Role

Designed as a practical guide for educators and parents, the guidelines explain cluster grouping of gifted students, i.e., the intentional placement of several gifted students in a regular classroom with a teacher who has additional training in gifted education. Personal teaching styles related to success with gifted students are noted as are special skills for cluster class teachers. Advantages and disadvantages are listed for the approach and staffing patterns illustrated by means of a typical elementary application. Program development, philosophy, teacher preparation, and instructional process suggestions based on Bloom's classification of educational objectives in the cognitive area are described. The guidelines conclude with an examination of ways in which curriculum can be designed to encourage creativity. (CL)

ED 259 557 FL 015 115

The Foreign Language Learner with Special Needs. A Special Issue.
New York State Association of Foreign Language Teachers.

PUB DATE- Jan 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Course Organization; Interprofessional Relationship; Language Teachers; *Learning Disabilities; Professional Associations; Reading Instruction; *Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals); *Special Education; Student Needs

An issue of the journal devoted to teaching foreign languages to students with special educational needs, resulting from a New York State Board of Regents plan to require foreign languages of all students, contains these articles: "A New Challenge: The Foreign Language Learner with Special Educational Needs" (Harriet Barnett, John B. Webb); "Editor's Comments" (John B. Webb); "Teaching the Slower Student" (Lenora McCabe); "Foreign Languages for the Learning Disabled: A Reading Teacher's Perspective" (Harriet Barnett); "Foreign Languages for Special Education Students: A Special Education Teacher Speaks," (Jeff Miller); "Teaching All Students: An Inventory of Teachers, Classroom Strategies for Self-Analysis" (Anthony Papalia); and "Concluding Remarks" (Nancy McMahon, John Underwood). Listings of the New York State Association of Foreign Language Teachers' officers and committee chairpersons for 1985 are also included. (MSE)

ED 259 839 PS 015 174

Hedman, Ingemar
Programme for Recurrent Educational Situation Reports: School Description Models.
National Swedish Board of Education, Stockholm.

PUB DATE- Mar 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Data Collection; Educational Research; Elementary Secondary Education; *Followup Studies; Foreign Countries; Models; Newsletters; *Program Evaluation; *Research Methodology
IDENTIFIERS- *Indicators; *Sweden

Described in this newsletter issue are research activities involving the development in Sweden of an indicator model to provide a holistic and comprehensive depiction of schools. Intended for use in continuous follow-up and evaluation activities, the model attempts to mirror the situation in schools by means of existing information expressed as indicators. In the discussion, motives prompting the development of educational indicators are listed, and progress in developing the indicator model is reported. Concluding remarks provide information about the use of the indicator model to follow the extent of schools' success in transmitting knowledge and skills. (RH)

ED 259 867 RC 015 399

Arnold, Gail D.
Housing of the Rural Elderly. Rural Development Research Report Number 42.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- RDRR-42
PUB DATE- Jul 84
NOTE- 19p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Differences; Economic Factors; *Housing; *Housing Deficiencies; Living Standards; *Older Adults; Poverty; Regional Characteristics; *Rural Areas; Rural Economics; Rural Population; *Rural Urban Differences

Based on the 1979 Annual Housing Survey, the elderly--especially the rural elderly--are more likely than other groups to live in inadequate housing. Housing was defined as inadequate if it had one or more of the following flaws: incomplete plumbing facilities, incomplete kitchen facilities, leaking roof, holes in walls or ceilings, and exposed wiring. Fifteen percent of rural heads of household lived in inadequate housing compared with eight percent of the urban elderly. Most elderly heads of household were white, married males aged 65-75 years old with less than a ninth grade education. Of the inadequate housing units of the rural elderly, 45% had two or more structural flaws and were classified as severely inadequate. Comparing four regions (West, North Central, Northeast, and South), the rural South had the highest percentage (10%) of severely inadequate housing, especially among renters. A major factor contributing to housing problems of the elderly was low incomes. Twenty-nine percent of the rural elderly had incomes below the poverty level compared with 10% of the rural nonelderly. Housing affordability was a problem for many rural elderly including those with inadequate housing, who spent more than 30% of their incomes for housing in one case out of every five. (JHZ)

ED 259 882 SE 045 502

Heller, Patricia
Report of the 1983 Minnesota Survey of Science Education.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Feb 84
NOTE- 149p.; Appendix D containing the questionnaires was not in the document received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Information Sources; Instructional Materials; Performance Factors; Principals; *Science Education; Science Equipment; Science Facilities; *Science Instruction; Science Teachers; *Secondary School Science; State Surveys; *Teacher Characteristics; *Teaching Methods
IDENTIFIERS- Computer Uses in Education; *Minnesota

The Minnesota Science Education Task Force initiated a state-wide survey in 1983 to assess the current status of science education in Minnesota schools. This process involved instrument revision, sample design, data collection, file preparation and analysis. Questionnaires were modified to obtain information on the role of science teachers, the uses of instructional materials and strategies, and the extent of problem areas in science instruction in the various schools. Principals and teachers served as the data sources in the survey. This report is organized into major topic areas: (1) survey methodology; (2) science course offerings; (3) textbook and program use; (4) instructional techniques and activities; (5) facility, equipment, and supply status; (6) teacher and principal characteristics and qualifications; (7) information sources; (8) factors which affect instruction in science education; and (9) use of computers. In addition to the data that accompanies each chapter's findings, more detailed tabular results are provided in an appendix. Other appendices include a description of the reporting variables used in the analyses, explanation of the standard error computations, and copies of the survey instruments. (ML)

The Impact of Computing Technology on School Mathematics. Report of an NCTM Conference.

National Council of Teachers of Mathematics, Inc., Reston, Va.

PUB DATE- 84
NOTE- 6p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Science; Curriculum Development; *Elementary School Mathematics; Elementary Secondary Education; Higher Education; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; *Teacher Education
IDENTIFIERS- *Computer Uses in Education; National Council of Teachers of Mathematics; National Science Foundation

The National Council of Teachers of Mathematics and the Center for Mathematics Education of the University of Maryland sponsored a conference to consider the impact of computing on school mathematics. Participants (including mathematics teacher educators, mathematicians, computer scientists, elementary and secondary mathematics teachers, and others) were asked to respond to a series of questions related to the impact of computing technology on the mathematics curriculum, mathematics instruction, and mathematics teacher education, and to formulate general recommendations in each of these areas. These recommendations (or proposals) are presented in this document. They are intended as guidelines for selecting the content of precollege mathematics curricula, for teaching that content in a manner that takes advantage of emerging technology, and for designing teacher education programs that recognize the changing curricular patterns and instructional roles for teachers. Five fundamental assumptions upon which these proposals are based are listed. One of the recommendations offered is that pre- and in-service programs include components which focus on computer awareness, interaction with prepared software, and interaction with programming. (JN)

ED 259 913 SE 045 884

Schenck, David, Ed.
Science, Philosophy & Religion. Working Papers Series Volume 1.
Lehigh Univ., Bethlehem, PA. Technology Studies Resource Center.
PUB DATE- Aug 84
NOTE- 117p.
AVAILABLE FROM- TSRC, Lehigh Univ., 327 Maginnes Hall #9, Bethlehem, PA 18015 ($6.00 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Epistemology; *Ethics; Higher Education; Judaism; Moral Values; *Philosophy; *Religion; Science History; *Sciences; *Scientific and Technical Information; Social Change; Technological Literacy; *Technology

Lehigh University Technology Studies Resource Center has coordinated and produced a series of publications that focus on expanding an understanding of the social context of technology in contemporary society. This volume is the first in a series of working papers that aim to stimulate new research, facilitate dissemination, encourage peer review, and increase opportunities for publication in formal journals. The papers were prepared for a lecture series sponsored by the Religious Studies Department, Philosophy Department, and Science, Technology and Society Program of Lehigh University. They include: (1) "On the Incommensurability of Science and Religion" by Steven Goldman; (2) "Cultural Evolution and Religious Truth" by Donald Campbell; (3) "William Prout (1785-1850) and His Hypothesis: The Religious Dimension in Grand Unified Theories" by John Speller; (4) "Jewish Responses to Technology and Science" by Daniel Lasker; and (5) "Science and Religion: Conflict and Partial Reconciliation" by Norman Melchert. (ML)

ED 259 927 SE 045 898

An Introduction to Biogas Production on the Farm.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-13
PUB DATE- Mar 84
NOTE- 25p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reference Materials - General (130)
DESCRIPTORS- *Agricultural Engineering; *Alternative Energy Sources; Case Studies; *Energy Conservation; Farm Management; Federal Programs; Fuel Consumption; Fuels; Power Technology; *Recycling; *Technological Advancement; Technology
IDENTIFIERS- *Appropriate Technology; *Biofuels

This three-section report provides introductory information about biogas production and its application to farm environments. The first section discusses the various components of a biogas production system (a system that converts organic wastes into a usable form of energy), explains the system's benefits and liabilities, and provides a brief checklist to determine if biogas production may be applicable to a specific situation. The second section features descriptions of four biogas projects using a case study approach. These projects were completed with federal funds awarded to farmers, ranchers, and engineers to design, construct, and demonstrate biogas production systems. The third and final section provides descriptions of several Department of Energy grants relating to biogas production and an annotated list of suggested readings. (ML)

ED 259 942 SE 045 916

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 21 (1985).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Apr 85
NOTE- 187p.
AVAILABLE FROM- SMEAC Instructional Resources Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $12.00, $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XX. (JN)

Ault, Charles R., Jr.; And Others
The Mutual Benefits of Children's Museum/School of Education Cooperation.
PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the National Science Teachers Association (33rd, Cincinnati, OH, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Educational Research; Elementary School Science; Higher Education; *Interviews; *Museums; Nonschool Educational Programs; *Program Descriptions; Research Methodology; *Science Education; Science Facilities; *Science Instruction; *Teacher Education
IDENTIFIERS- *Science Education Research

Museums are the fastest growing educational institutions in the United States. They provide the introduction to science for many children and are a major source of continuing education for adults. This paper discusses cooperative programs between The Children's Museum (Indianapolis) and the Indiana University School of Education. These programs are built around a series of open-ended, Piagetian type interviews of visitors conducted by preservice teachers. The interviews are aimed at determining a visitor's perceptions and scientific explanations of the exhibits. Beginning with a history of the museum and the development of its hands-on, interactive Science Spectrum (an 11,000 square foot exhibit of physics and chemistry for children), the paper considers variables critical to designing the museum environment. Several questions about adult/parent affects upon learning in museums, children's learning, and items for future research are raised. Field experiences of the preservice teachers, goals of their activities, and course requirements are described. Several examples of interview data are provided, along with a discussion of the effects of the data on the design of exhibits, the development of science objectives and curricula, and improvements in prospective teachers questioning techniques. (Author/DH)

ED 259 971 SO 016 669

Johnson, Karen S.
Phenomenology and Symbolic Interactionism: Recommendations for Social Science Research.

PUB DATE- 82
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior; Biographies; Comparative Analysis; Modernism; *Phenomenology; Philosophy; Political Science; Research Methodology; Research Problems; *Social Action; *Social Science Research
IDENTIFIERS- Mead (George Herbert); Ontology; Schatz (Alfred); *Symbolic Interactionism

Commonalities between the philosophical perspectives of Alfred Schatz, a European phenomenologist, and George Herbert Mead, the father of symbolic interactionism, are discussed, and the two men's potential significance in social science research is examined. Both men were concerned with the question of the nature of social action, believing that this question must be addressed before any successful scientific social inquiry can take place. Concern for conceptual and methodological problems is reflected in the works of both. Schutz and Mead share a modernist image of man in the world. This image posits a formulation of man that is not reducible to essence or natural laws. The modernist image of man is man in action; it suggests an action paradigm for the study of men. For the study of political science, this modernist image offers a more complete and complex image of political man, attempting to combine an ontological formulation, images of social reality, empirical observation, and normative and practical concerns. Political scientists should abandon the Newtonian image of man and work toward a more comprehensive modernist image that would unite the social sciences in an investigation of the complete human act. (RM)

Fleming, John H.; Shaver, Kelly G.

Initial Position, Personal Control, and Attributional Augmentation of
  ..rsuasive Communication on Nuclear Disarmament.

PUB DATE- Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Attribution Theory; *Change Strategies; Course Content; *Disarmament; Educational Research; Higher Education; *Individual Power; Lecture Method; Locus of Control; Personal Autonomy; *Persuasive Discourse; *Student Attitudes; Teaching Methods; Undergraduate Students

The effectiveness of two alternative attitude change strategies--a traditional persuasive strategy and a combined attributional/persuasive strategy--in altering attitudes toward nuclear disarmament were compared. Seventeen male and 39 female undergraduate students at a small university participated. A nuclear disarmament attitude pretest was administered. Two lectures, one advocating nuclear disarmament and the other designed to enhance a belief in personal political efficacy, were videotaped. After viewing one or both of the videotapes, subjects completed a questionnaire. The study had predicted that change would be greater among the subjects who viewed the combined presentation than among subjects who viewed only the pro-disarmament presentation. It was also predicted that this effect would be greater among initially pro-disarmament subjects than among initially anti-disarmament subjects. Study results failed to support these predictions. Although all subjects' disarmament attitudes tended to become more favorable toward disarmament over the course of the study, no differential attitude change resulted from the attributional manipulation. (RM)

ED 260 000 SO 016 725

Albert, Renaud S., Comp.
A Franco-American Overview. Volume 1.
National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-107-3
PUB DATE- 79
NOTE- 308p.; For the other volumes in this series, see SO 016 726-730.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- *Acculturation; Biculturalism; *Cross Cultural Studies; *Cultural Education; *Cultural Influences; Cultural Pluralism; Culture; Ethnic Groups; Migration; Social History; Social Studies; Subcultures; United States History
IDENTIFIERS- Acadians; *Franco Americans; French (Cajun); French (Haitian); French Creole; *French Culture; Huguenots; Louisiana; Maine; New Hampshire; Vermont

Intended to help readers develop an appreciation of the contributions of Franco-Americans to the cultural heritage of the United States, this book, the first of six volumes, presents 14 readings representing many perspectives--from the historical to the sociological--illustrating the thinking and feelings of those in the forefront of Franco-American studies. This volume includes the following articles: "What is an American?" (Madeleine Giguere); "One Piece in the Great American Mosaic" (Robert Perreault); "Louisiana's French Heritage" (Truman Stacey); "Haiti" (Thomas E. Weil); "The Huguenots" (Marie-Reine Mikesell); "The Acadians of Maine" (Julie Albert); "The French in Vermont" (Peter Woolfson); "The Rapid Assimilation of Canadian French in Northern Vermont" (Peter Woolfson); "The Franco-American Heritage in Manchester, New Hampshire" (Thaddeus M. Piotrowski); "A History of Franco-American Journalism" (Paul Pare); "Bilingual Living" (Normand C. Dube); "Cajun French and French Creole: Their Speakers and the Questions of Identities" (Dorice Tentchoff); "La Cuisine Chez-Nous" ("Our Cuisine", Sr. Marguerite Cyr); and "Louisiana's Creole-Acadian Cuisine" (Ernest Gueymard). (LH)

ED 260 014 SO 016 744

Martin-McCormick, Lynda; And Others
Programming Equity into Computer Education: Today's Guide to the Schools of the Future. A PEER Computer Equity Action Kit.
National Organization for Women, Washington, D.C. Project on Equal Education Rights.
PUB DATE- 85
NOTE- 52p.; Developed by the National Center for Computer Equity, supported by the Women's Educational Equity Act Program. Additional support provided by American Express Foundation, Aetna Life and Casualty Foundation, the Edward W. Hazen Foundation, the Rockefeller Family Fund, the Carnegie Corporation, and the Ford Foundation.
AVAILABLE FROM- PEER, 1413 K St., N.W., 9th Floor, Washington, DC 20005 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computers; *Educational Discrimination; Elementary Secondary Education; *Equal Education; *Equal Facilities; *Futures (of Society); Sex Differences; *Sex Discrimination; Teacher Attitudes; Womens Education

An advocacy packet on educational equity in computer education consists of five separate materials. A booklet entitled "Today's Guide to the Schools of the Future" contains four sections. The first section, a computer equity assessment guide, includes interview questions about school policies and allocation of resources, student and teacher attitudes about computer equity, and a student enrollment analysis instrument. A section, entitled "Strategies for Change," outlines actions which should be taken by community groups, school districts, state governments, teachers, and the federal government. Final sections contain selected resources and a glossary. A four page pamphlet describes the National Center for Computer Equity, its services and membership. A report entitled "Sex Bias at the Computer Terminal--How Schools Program Girls" discusses computer access patterns in the schools, how these patterns affect girls and women, the gender gap in perceived abilities and skills, extracurricular play with the computer, and the role of the teacher in ending computer bias. Two news releases focus on the second decade of activities by PEER, the Project on Equal Education Rights, and on results of a survey documenting gaps between girls and boys in computer skills. (LP)

ED 260 028 SP 026 178

Theune, W. S.; Varah, Leonard J.
Teacher Induction--A Program of Assistance and Support for First Year Teachers.
PUB DATE- 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Program Effectiveness; Social Support Groups; Teacher Education; Teacher Orientation; *Teacher Supervision
IDENTIFIERS- *Beginning Teacher Induction; Theory Practice Relationship; University of Wisconsin Whitewater

The Teacher Induction Experience, initiated by the University of Wisconsin-Whitewater in 1974, is a planned sequence of practical experiences directed by a team of professionals who assist and support the first-year teacher in becoming an effective, competent member of the profession. The program addresses the need to prepare quality career teachers by providing a year-long transition from preservice to inservice training. An extended partnership is formed by the University faculty and local school personnel to promote a blending of theoretical concepts from the campus and the practical application in the unit school. Weekly meetings are held with the unit staff and the first-year teacher. The University specialist makes on-site visits to confer with the unit staff and provide the expertise and resources of the University. In addition, monthly seminars are held to provide additional support and information. The first year teachers also enroll in the graduate school and register for 6-12 credits of graduate study per year. (Author/JD)

ED 260 044 SP 026 298

The Supreme Court Decision in "NCAA v. University of Oklahoma." Hearing before the Committee on the Judiciary. United States Senate, Court's Decision in "NCAA v. Board of Regents of the University of Oklahoma" (Cedar Falls, Iowa, November 19, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-98-1291
PUB DATE- 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Commercial Television; *Federal Legislation; *Football; Hearings; Higher Education; Mass Media; *Recreation Legislation
IDENTIFIERS- Congress 98th; NCAA v Board of Regents of University of Oklahoma

In 1951, recognizing that television telecasts may decrease attendance at games, the National Collegiate Athletic Association (NCAA) devised a plan which gave it exclusive control over the broadcasting of college football games. The contracts negotiated by the NCAA with ABC and CBS contained a number of restrictions designed to give as much exposure to the largest number of schools as possible. Such limitations included guaranteed appearances to both large and small schools, limits on the number of games that could be broadcast, and restrictions on the amount of money received and number of times each school could appear. In 1981, the Universities of Oklahoma and Georgia sued the NCAA for violation of the Sherman Antitrust Act under a restraint of trade theory. The Supreme Court upheld this theory. The hearing reported in this document was held to consider the impact of the courts reasoning, and addressed the following issues: (1) Should Congress grant the NCAA a limited exemption from the antitrust laws? (2) What effect has the decision had on the financial status of both large and small schools? (3) Has there been increased or decreased exposure as a result of the decision? (4) Has the decision endangered the live gate? and (5) What kinds of restrictions can be imposed upon schools by broadcasters that limit appearance rights? (JD)

ED 260 060 SP 026 390

Pigge, Fred L.
An Approach to Program/Product Evauluation in Teacher Education.
Ohio State Dept. of Education, Columbus.

PUB DATE- 78
NOTE- 346p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; *Graduate Surveys; Higher Education; Longitudinal Studies; Program Attitudes; *Program Effectiveness; Program Evaluation; *Teacher Education Programs
IDENTIFIERS- *Bowling Green State University OH

This document describes the instruments and procedures of the graduate follow-ups and program and product evaluations conducted from 1970 to 1978 by Bowling Green State University (BGSU). Three teacher education product follow-up evaluative activities which have been completed are reviewed, and a fourth study being conducted during the 1977-78 academic year is described. Brief outlines are provided of each of the four studies: (1) a quarterly follow-up of College of Education graduates; (2) a general survey of the on-the-job effectiveness of graduates, and graduates' appraisal of BGSU's teacher education requirement in liberal arts, major/minors, and professional courses and experiences; (3) specific program and product evaluations; and (4) a second survey of on-the-job effectiveness of graduates and graduates' appraisal of BGSU's teacher education requirements. The final section of the report briefly outlines attempts to obtain departmental, program, and area "closures" from the results of the various evaluative follow-up studies. The appendices present the instruments and cover letters used in each of the four studies. (JD)

Smith, Charles W.
Verbal Behavior and Classroom Practice.
PUB DATE- 22 Aug 84
NOTE- 36p.; Paper presented at the International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Critical Thinking; Learning Strategies; *Questioning Techniques; *Teacher Behavior; Teacher Made Tests; *Test Use; *Verbal Communication

The literature on the verbal behavior of teachers and their methods of testing students was reviewed. Studies included those on structuring (focusing attention on the topic), soliciting (including questions, commands, imperatives, and requests), responding (answering questions), and reacting (clarifying, synthesizing, expanding, or making positive or negative comments). In analyzing these studies, focus was upon the use of Bloom's taxonomy for structuring educational objectives, developing oral questioning strategies, and writing test items. Bloom's cognitive domain included, in ascending order: knowledge, comprehension, application, analysis, synthesis, and evaluation, each representing a progressive step from lower-order to higher-order thinking. The conclusion drawn from examining study results was that teacher oral questioning, teacher-made test items, instructional materials, and those tests available commercially have, for the most part, a heavy emphasis on rote recall and recognition. Most test items failed to assess analysis, synthesis, or evaluation. It is proposed that teacher education programs needs to give emphasis to questioning strategies in their student teaching seminars and in methods courses. (JD)

ED 260 092 TM 850 407

Davies, Michael H.
The Children's Fear Expression and Research Survey: (Children's F.E.A.R.S.).
PUB DATE- 82
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Age Differences; Analysis of Variance; Child Development; *Childhood Attitudes; Elementary Education; Elementary School Students; Emotional Development; Factor Structure; *Fear; Rating Scales; Self Evaluation (Individuals); *Test Construction; *Test Reliability; Test Validity
IDENTIFIERS- *Childrens Fear Expression and Research Survey; Self Report Measures

The Children's Fear Expression and Research Survey (Children's F.E.A.R.S.) is a new self-report measure of fear suitable for children in grades two through six. The survey is designed to meet current psychometric standards and to be useful in both clinical and research settings. Originally 200 test items were drawn from existing measures; from the literature on childrens' fears; and from psychologists, graduate students, teachers, and children. A five-point Likert-type scale was used. Round One of the test was administered, in groups, to 258 children, aged 7 to 12. Principal component analyses with varimax rotation resulted in 59 items yielding seven components which explained 53 percent of the total variance. These 59 items were administered to 353 children in Round Two. The final result was a 24-item measure containing four components: death and destruction, social acceptance, social conflict, and imagination. The alpha internal consistency coefficients for the four scales ranged from .71 to .92. Analysis of variance results on each of the four scales were significant. The age difference analysis indicated that death and destruction fears decreased with age, while social acceptance fears increased. (GDC)

ED 260 107 TM 850 429

Young, Robert; Steele, Sara
Using an Electronic Spreadsheet to Cut Costs in Evaluation.
PUB DATE- Oct 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Evaluation Network and the Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Computer Oriented Programs; *Computer Software; *Data Analysis; *Data Collection; Evaluation Methods; Higher Education; *Microcomputers; Questionnaires; Research Methodology; Statistical Analysis; Surveys
IDENTIFIERS- Evaluation Research; *Lotus 1 2 3 (Computer Program); *Spreadsheets

A microcomputer spreadsheet software package can be used for a variety of tasks to manage a program or research project and to cut costs in evaluation. LOTUS 1 2 3 is a versatile, commonly available, and well-known electronic spreadsheet package. Spreadsheets were originally designed to emulate financial ledgers and balance sheets. They are useful for estimating projected costs and for simplified budgets. Subtotals and totals for a number of categories are automatically updated when an amount is changed. Similar techniques may be used to collect, code, sort, and analyze research data--a particularly useful technique for tabulating questionnaire responses. It is also possible to enter questionnaire responses into the spreadsheet while conducting a telephone interview. Several commands may be chained together into a macro, in order to simplify data entry at the terminal. LOTUS can be programmed to perform statistical procedures, and can sort and graph data. Data are stored on a floppy diskette and may be transferred to a mainframe computer, word processor, or software package. The amount of data which can fit into a spreadsheet is limited by the amount of memory capacity of the hardware system and the ease of moving around many screens of data. (GDC)

ED 260 122 TM 850 449

Mitchell, Karen Janice
Cognitive Processing Determinants of Item Difficulty on the Verbal
Subtests of the Armed Services Vocational Aptitude Battery.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

REPORT NO.- ARI-TR-598
PUB DATE- Nov 83
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Aptitude Tests; *Cognitive Processes; *Difficulty Level; Enlisted Personnel; *Item Analysis; *Latent Trait Theory; Models; *Occupational Tests; Personnel Evaluation; Reading Comprehension; Test Items; Test Validity; Verbal Ability; *Verbal Tests; Vocabulary
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Rasch Model

A model of verbal performance was developed which defined cognitive processes thought to underlie performance on the Word Knowledge and Paragraph Comprehension subtests of the Armed Services Vocational Aptitude Battery (ASVAB). The items from two forms of these ASVAB verbal subtests were rated on five conceptualized cognitive storage processes: (1) perceptual processing; (2) executive or control processing; (3) short term storage--lexical access semantic, and syntactic analysis; (4) long-term storage of information structures; and (5) selection and execution of the response. The relative effects of the cognitive dimensions on Rasch model item difficulties were assessed for eight groups of army applicants and personnel, using linear logistic latent trait methods. Analyses suggested that these cognitive processing variables were related to item difficulty. The logistic latent trait models predicted from 17 to 30 percent of the variance in the item difficulty values estimated by the Rasch models for the word knowledge items. However, results for the paragraph comprehension items were inconclusive. Sample test items are included. (GDC)

Mellor, David; Firth, Lucy

The Relationship between Swedish and Immigrant Adolescents. An Analysis of Attitudes and Understanding of Attitudes.

Stockholm Univ. (Sweden).; Swedish Commission on Migrants' Languages and Culture in School and Adult Education, Stockholm.

REPORT NO.- ISBN-91-38-07538-5
PUB DATE- Mar 83
NOTE- 138p.; Some pages contain light type. For related documents, see UD 023 727.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Ethnic Bias; Ethnic Groups; *Ethnic Relations; Foreign Countries; *Immigrants; *Peer Relationship; Racial Relations; Secondary Education; *Student Attitudes
IDENTIFIERS- *Sweden

Swedish society has changed rapidly in recent years because of a large and rather sudden influx of immigrants. The ethnic and racial attitudes of the present adolescent population are of great interest, therefore, because they will establish the future of racial relations in Sweden. Two separate studies analyzed the congruence-discongruence of interracial perceptions among Swedes and immigrants. The first study investigated the attitudes of sample groups of Swedish, Finnish, and Assyrian adolescents in Sodertalje, an industrial town with a large number of immigrants. In summary, the findings show that Swedish and Finnish males have the most negative attitudes of any group, and these are directed toward the Assyrians. The Assyrians say they have neutral-to-positive attitudes toward both Swedes and Finns, and Swedish and Finnish females report similar attitudes toward Assyrians. The second study compared responses of the Sodertalje Swedish sample with those of an adolescent sample from Falun, a community having minimal contact with immigrants. The Falun and Sodertalje Swedes, it was found, have similarly negative attitudes toward Assyrians, but the Sodertalje adolescents have more positive attitudes toward the Finns. Further, it seems that sex plays a greater role than contact in such issues, and males in general are more extreme than females in their attitudes and understanding. Whether these findings call for a radical revision of Sodertalje schools is unclear, but cooperative learning techniques would possibly be of use in reducing prejudice. The preface and chapter 5 of the document, containing summary and conclusions, are presented in both English and Swedish. (KH)

ED 260 149 UD 024 350

Hoskins, Linus A.
Black Youth Unemployment and the Black Family.
PUB DATE- 27 Apr 85
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Canada, 27 April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Apathy; *Black Businesses; *Black Employment; *Black Family; *Black Leadership; *Black Youth; Community Attitudes; Community Role; Disadvantaged Youth; Surveys; *Unemployment

This paper analyzes the results of a survey conducted to ascertain the attitudes of 400 employers, youth, and academic/community professionals in Los Angeles, Chicago and Washington, D.C., toward an approach to Black youth unemployment centered on the creation of jobs and training among minority businesses in selected metropolitan areas. Minority businesses blamed the apathy and demeanor of black youth themselves for their plight, while the academic/community professionals saw a direct correlation between the crisis of the black family and high unemployment among black youth. Successful minority businesses were more interested in profit than in wanting to establish effective training programs to help black youths. Conversely, community professionals emphasized that unless there is a close partnership between city governments, schools, universities and community organizations, the problem of black youth unemployment will not be solved. It is argued that attempts to solve the problem of black youth unemployment will be futile so long as black businesses have a negative, acquisitive attitude toward black youth unemployment, and a closer partnership between black business, community organizations, the black family and the schools does not exist. Furthermore, the black community must begin to look inward and develop strategies to deal with youth unemployment, beginning with the development a strong, stable, responsible, and achievement-oriented black family. (RDN)

ED 260 163 UD 024 378

Replicating Exemplary Holding Power Programs 1983-84.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; *Dropout Prevention; Enrichment Activities; High Schools; *Program Effectiveness; *School Holding Power; Student Promotion
IDENTIFIERS- New York (New York); *New York City Board of Education

As part of an effort to reduce the dropout rate in New York City public schools, a new project called Replicating Exemplary Holding Power Programs was created in June, 1983. Five schools participated as "demonstrators" because they were judged to have noteworthy holding power programs. Five additional "buddy" schools were chosen by the principals of the demonstrator schools. Each of the ten schools was allocated [illegible]00,000 to expand and improve holding power strategies aimed at incoming students. Spending was at the principals' discretion; in general, the trend was to use the funds for additional staff and staff time. The schools did not use uniform criteria in selecting program participants: though each school targeted ninth graders, two schools targeted some tenth graders as well. Attendance monitoring was an important facet of the holding power program at all ten schools. In addition, all but one school placed primary focus on one or more of the following: high-interest classes, counseling, and concentrated staff time for small groups of students. Student outcomes showed that the most successful schools were generally those which served only special groups of ninth graders and had a large number of holding power program components. As a whole, targeted students showed higher attendance, promotional, and achievement rates than their comparison groups. (KH)

ED 259 883 SE 045 847

Benrey, Ronald M.; Schultz, Robert F.

Alternative Energy Sources. Experiments You Can Do...from Edison.

Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 81
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alternative Energy Sources; *Electricity; Elementary School Science; Energy; *Energy Education; Geothermal Energy; Intermediate Grades; *Power Technology; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Solar Energy; Wind Energy

Eight experiments dealing with alternative energy sources are presented. Each experiment includes an introductory section which provides background information and discusses the promises and problems of the particular energy source, a list of materials needed to complete the experiment, and the procedures to be used. The experiments involve: making a model solar hot water heater; obtaining electricity directly from sunlight; converting wind energy into electricity; examining the idea behind ocean thermal energy conversion; turning trash into useable energy; getting methane from coal and converting coal to fuel gas; making a model geothermal steam engine; and making a fuel cell (an electrochemical device for converting the chemical energy in fuels directly into electricity). Brief comments on tidal energy are also provided. Diagrams illustrating procedures and/or equipment are included when applicable. (JN)

ED 259 899 SE 045 865

McGlone, Virginia
Improving Ninth Graders' Algebra Achievement--The Key to Future Success in Mathematics and Science--Through an Intensive Workshop Intervention Experience. Final Report.
College of St. Elizabeth, Convent Station, N.J.
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 1 Aug 85
NOTE- 27p.
CONTRACT- 85-990600-397
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Attitude Change; Career Awareness; Computer Science Education; *Females; Grade 9; Junior High Schools; *Mathematics Achievement; Mathematics Education; Problem Solving; Program Evaluation; Science Education; *Secondary School Mathematics; *Student Attitudes; Underachievement; Workshops

The goal of this project was to significantly affect algebra achievement, attitudes toward mathematics and science, course selection, and career aspirations of a minimum of 48 ninth-grade female students. These students were identified by high school teachers as being one or more of the following: a hard-working student unable to grasp material in a typical large size class setting; a student who successfully completed the year's previous mathematics course but who is unable and/or unmotivated to grasp algebraic material; or a student who is a high achiever in other areas but has a mental block or anxiety reaction to studying mathematics. The project consisted of three five-part workshops, each enrolling an average of 17 students (51 students were selected for the program). Each workshop included lecture, problem-solving sessions, hands-on computer experience, discussions on improving study skills, and a panel presentation on career opportunities in high technology fields given by women from such companies as Bell Laboratories. Results show that students who enrolled in the program improved in algebraic skills, problem-solving, and in performance in computer activities. In addition, a substantial improvement in their attitudes was noted and reactions to the career panels was very positive. (JN)

ED 259 914 SE 045 885

Cutcliffe, Stephen H., Ed.
Ethics and Engineering. Working Papers Series Volume 2.
Lehigh Univ., Bethlehem, PA. Technology Studies Resource Center.
PUB DATE- Feb 85
NOTE- 103p.
AVAILABLE FROM- TSRC, Lehigh Univ., 327 Maginnes Hall #9, Bethlehem, PA 18015 ($6.00 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Engineering; Engineering Technology; Engineers; *Ethics; Higher Education; *Philosophy; *Social Responsibility; Technological Literacy; *Technology

This collection of essays is the second volume in a series of working papers from Lehigh University Technology Studies Resource Center. The papers focus on the ethical implications of engineering as a profession and the current problems associated with the public responsibility of engineers. Issues that relate to the ethical dimensions of conflicts of interest, competitive bidding, employer-employee relationships and private interests within corporate processes are discussed. Collectively the essays offer a set of perspectives on the development of a practical ethical approach to engineering and current technologic society. Papers in this volume include: (1) "Ethics in Engineering: A Pressing Need" by Stephen Unger; (2) "Principles of Responsibility for Professional Practice" by Charles Reynolds; (3) "The Irrelevance of Ethical Theory: The Virtue of Casuistry" by Karl Pavlovic; (4) "Engineering and Ethics: Some Comments" by Joseph Volpi; and (5) "The Nature of Engineering Ethics: Preliminary Considerations" by Heinz Luegenbiehl. (ML)

ED 259 928   SE 045 899

Miller, Barbara
Window Insulation: How to Sort Through the Options.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-12
PUB DATE- Mar 84
NOTE- 39p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reference Materials - General (130)
DESCRIPTORS- Energy; *Energy Conservation; Heat; *Technological Advancement; Technology; *Windows
IDENTIFIERS- *Appropriate Technology; *Insulation

This two-part report explores the efforts of businesses and individuals to improve the thermal performance of windows. Part I discusses the basics of what makes a window product insulate or save energy. Topic areas addressed include saving energy lost through windows, key components of window insulation, three basic types of window insulation, amount of energy window insulation can save, and ways to improve the performance of existing window treatments. Part II discusses whether or not to put insulation inside or outside a window, which sealing systems are available and make the most sense to use, and how to operate products used on heat-gaining windows. In addition, choices for new construction and retrofit are explained. Information on how to calculate heat losses through windows, a reading and resource list, and descriptions of Department of Energy appropriate technology grants (reviewed in researching and preparing this document) are included in appendices. (ML)

ED 259 943 SE 045 918

Division of Computer Research Summary of Awards. Fiscal Year 1984.
National Science Foundation, Washington, DC. Directorate for Mathematical and Physical Sciences.
REPORT NO.- NSF-84-77
PUB DATE- 84
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Computer Oriented Programs; *Computers; *Computer Science; Databases; *Grants; Higher Education; Mathematics; Program Descriptions
IDENTIFIERS- National Science Foundation

Provided in this report are summaries of grants awarded by the National Science Foundation Division of Computer Research in fiscal year 1984. Similar areas of research are grouped (for the purposes of this report only) into these major categories: (1) computational mathematics; (2) computer systems design; (3) intelligent systems; (4) software engineering; (5) software systems science; (6) special projects, such as database management, computer-based modeling, and privacy and security of computer systems; (7) theoretical computer science; (8) computer research equipment; and (9) coordinated experimental research. Also included are presidential young investigator awards and awards for small business innovation research. Within each category, awards are listed alphabetically by state and institution. Each entry includes the grantee institution, name of the principal investigator(s), project title, award identification number, award amount, award duration, and description. (This report lists fewer than the actual number of projects currently receiving support because the duration of some grants exceeds 1 year.) (JN)

Shire, Beatrice; Durkin, Kevin
Developments in the Use of Proximity and Ratio Cues in Velocity Judgments.
PUB DATE- 84
NOTE- 31p.; Paper presented at the Annual Conference of the British Psychological Society, Developmental Section (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; *Cues; Ecology; *Elementary School Mathematics; Mathematics Education; Pictorial Stimuli; Primary Education; Problem Solving; *Ratios (Mathematics); Sex Differences; Visualization
IDENTIFIERS- *Mathematics Education Research; *Velocity

Young children's responses to a velocity inference task based on static pictorial stimuli giving cues of proximity and ratio were examined. Subjects (N=65) in preschool through second grade viewed pictures of snails moving horizontally or spiders suspended vertically and were asked to estimate which competitor would reach its destination first. Cues on the diagrams included proximity of competitor to destination and distance already traveled. Easy diagrams had all other factors constant; difficult diagrams (including manipulated starting points and distances traveled) were solved correctly only if proper ratio calculations were made. Preliminary analylses showed no sex differences nor any effect of test order. Main effects of orientation (horizontal or vertical) and age-orientation interaction were not found, but a highly significant main effect of task difficulty (qualified by a significant age/task difficulty interaction) was revealed. Although older children develop strategies for velocity estimation, these skills do not result in correct judgments in all contexts. (DH)

ED 259 972 SO 016 670

Johnson, Karen S.
Personality Variables in Foreign Policy Decision Making Studies.
PUB DATE- 82
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Decision Making; *Foreign Policy; Models; Personality; *Personality Studies; Personality Theories; Political Science; Presidents; Research Design; Research Methodology; Research Problems; United States History

Described and critiqued are studies that attempt to describe how personality factors affect foreign policy decision making. Political behavior cannot be explained in terms of personality alone. Such an attempt is a psychological reductionism that ignores the chains of causation that run from underlying personality construct to social and political structures. The paper begins by discussing rational models of foreign policy decision making that have been used in psychological studies. Two other models, the organizational process model and the bureaucratic political model, are then discussed. An examination follows of how I. Destler and A. George, not satisfied with either of the latter two models, chose to combine the two models for a more fruitful explanatory device. How other political writers have concentrated on the president's relationships with his advisers when making foreign policy decisions--a combination of impact analysis and presidential style analysis--is discussed. The paper concludes by discussing the theoretical, methodological, and data problems that plague all these approaches to the study of personality and foreign policy decision making. (RM)

ED 259 987 SO 016 706

Hardy, Donna Dee
The Harp: The Symbol of Ireland.
PUB DATE- May 85
NOTE- 36p.; Illustrations may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- European History; Folk Culture; Foreign Countries; *History; Music; Musical Instruments; Social History; *Symbolism
IDENTIFIERS- *Harps; *Ireland; Irish Culture; Irish Literature; Irish People

The harp as a symbol of the Irish people is discussed. The first part of the paper discusses the early use of the harp in Irish society and how the magical powers of this instrument affected the natives and invaders of the small island for centuries. From the time of the Celtic occupation of Ireland in 500 BC, music played by harpers has been associated with ancient warfare and with banquets and ceremonious occasions, e.g., song-loving poets accompanied by harpists could stop confrontations on the Celtic battlefield, and the Irish Parliament traditionally had a banquet with music after the business of the day was completed. The harp as a distinctive symbol of Ireland was introduced on the coinage by Henry VIII around 1526. As the feudal system declined and the influence of the English grew, harps were no longer heard in the banquet halls. The last of the wandering harpers died in the 18th century. The second part of the paper describes several Irish harps and examines their construction. Illustrations are provided. The paper concludes with a bibliography. (RM)

ED 260 029 SP 026 194

Report to the Utah State Board of Education on the Teacher Education Programs at Westminster College of Salt Lake City.

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

PUB DATE- Dec 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; Curriculum Design; Higher Education; Preservice Teacher Education; *Program Evaluation; Schools of Education; *State Standards; *Teacher Education Programs
IDENTIFIERS- *Westminster College UT

The state approval on-site visitation team report to the Utah State Office of Education on the current status of teacher education programs leading to certification at Westminster College of Salt Lake City is presented. The team evaluated the organization and administration of teacher education and curriculum principles and patterns. In each area, a statement is made of the objectives and purposes of the component, followed by commendations and recommendations. An evaluation was also made of the graduate program at the college. Appendices include an overview of the academic requirements of the teacher education programs, and education course descriptions. Results of a quantitative data summary are provided. (JD)

ED 260 045 SP 026 340

Bright, Larry K.; And Others
Catalysts for Building a College of Education and Human Service Professions--A Case Study on the Characteristics of Organizational Leadership Innovation in Education.
PUB DATE- 28 Feb 85
NOTE- 80p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Change Strategies; *Educational Innovation; Higher Education; Human Services; *Leadership Responsibility; *Organizational Change; *Schools of Education
IDENTIFIERS- *University of Minnesota Duluth

The focus of this document is on innovation and change in university professional education. During a four-year period from 1981-1985, the professional education college of the University of Minnesota, Duluth, initiated and implemented a major change process which was based on organizational leadership theory. This project is used as a case study to address questions on leadership, change procedures, the actors in the innovation, characteristics and theory of the intervention, and the context in which the change occurred. The paper records the four years of study, assessment, analysis, planning, and change that occurred at the University. Following a discussion of the context of the University of Minnesota and the College of Education and Human Service Profession, constraints and catalysts for change are considered, followed by a section on organization development principals of the change process. An outline is given of the effects of human service concepts, a Dean's Grant project, and technology and core curriculum interventions. Following these sections are seven short papers by College center directors, department heads, and faculty which extend concepts of the main body of the paper. (JD)

ED 260 061 SP 026 396

Rush, Gary S.

Follow-up of Teacher Education Graduates 1982. College of Education and Psychology, University of Southern Mississippi.

University of Southern Mississippi, Hattiesburg. Coll. of Education and Psychology.

PUB DATE- 82
NOTE- 23p.; For the 1983 follow-up, see SP 026 397.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Followup Studies; Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Attitudes; Program Development; *Program Evaluation; Schools of Education; Teacher Education Curriculum
IDENTIFIERS- *University of Southern Mississippi

To determine the appropriateness of courses and programs offered to teacher education students at the University of Southern Mississippi, an annual follow-up of graduates is conducted. Each first year teacher in a sample from the total group is treated in the following manner in order to get needed information. First, a teacher education faculty member observes the teacher and evaluates performance based on the objectives determined in the teacher preparation program of the university. Additionally, the former student is asked to complete a form which seeks to determine the degree to which the graduate finds utility in the various courses taken at the university. A third activity for the faculty member is obtaining an evaluation of the teacher's performance by an immediate superior. All of this is done, not to evaluate the teacher, but to determine the quality of training provided by the university. Third year teachers are asked to do steps two and three in order to obtain a view of the teachers' perceptions of the appropriateness of their training after a longer period of experience. Data obtained have been used to alter courses and programs in the teacher education program. (Author/JD)

Sanford, Julie P.
Presenting, Explaining, Assisting: Content Instruction in Junior High Classrooms. R&D Report 6188.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 64p.
CONTRACT- OB-NIE-G-80-0116
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English Instruction; Junior High Schools; *Learning Strategies; Science Instruction; Secondary Education; *Task Analysis; *Teaching Methods; *Verbal Communication
IDENTIFIERS- Managing Academic Tasks Study

Data for this analysis of classroom instruction were part of the junior high phase of the Managing Academic Tasks (MAT) study (Doyle, Sanford, Clements, French & Emmer, 1983). The MAT focuses on the character of academic tasks, the nature of the overall task systems that operate in classrooms, and the contexts associated with task accomplishment. The MAT is based on a definition of curriculum as a set of tasks students accomplish. The role of active content instruction in the task systems of four junior high school classes, two in science and two in English, was examined. Case descriptions focus on the circumstances and nature of observed instruction, its relation to students' work, cognitive focus, pedagogical strategies, and problems teachers appeared to encounter in conducting instruction. Analyses suggest that instruction and instructional problems should be considered in the light of the tasks in which instruction is embedded. It is suggested that the concept of content instruction as a resource for student task accomplishment might serve as a useful way for secondary teachers to think about their teaching. (Author/JD)

ED 260 093 TM 850 408

Tryon, Warren W.
An Evaluation of the Bootstrap Hypothesis Using Computer Simulation.
PUB DATE- Aug 84
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Simulation; Estimation (Mathematics); Higher Education; *Monte Carlo Methods; *Sample Size; *Sampling; Statistical Analysis; Statistical Bias; Statistical Distributions; Statistical Studies
IDENTIFIERS- *Bootstrap Hypothesis

A normally distributed data set of 1,000 values--ranging from 50 to 150, with a mean of 50 and a standard deviation of 20--was created in order to evaluate the bootstrap method of repeated random sampling. Nine bootstrap samples of N=10 and nine more bootstrap samples of N=25 were randomly selected. One thousand random samples were selected from each of the 18 bootstrap samples, and its mean and standard deviation were calculated. The cumulative means and standard deviations diverged from the parameter values as often, and to the same extent, as they converged toward them. It was also concluded that the bootstrap procedure was biased because it did not continue to approach the universe parameter as the number of iterations increased. The limit of convergence was not the universe parameter. Hence, the bootstrap hypothesis regarding point estimates of means and standard deviations was not supported. (Author/GDC)

ED 260 108 TM 850 430

Bowman, Harry L.; And Others
Validation of the NTE and Recommended Performance Standards for Certification in Tennessee.
PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cutting Scores; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Minimum Competency Testing; Secondary School Teachers; *State Standards; *Teacher Certification; Teacher Education Curriculum; Teacher Evaluation; Teaching Skills; Test Validity
IDENTIFIERS- Curricular Validity; *National Teacher Examinations; *Tennessee

The National Teacher Examinations (NTE) Core Battery and Specialty Area tests were assessed to determine (1) test validity and (2) minimum performance standards for use in the state of Tennessee. The NTE was reviewed by 316 teacher education personnel, who focused on its relevance to teacher education programs. A group of 288 local school district staff judged the NTE on the basis of its relevance to entry-level teaching competence. Both groups also estimated the correct response rate, for each item, among minimally qualified certification applicants. The data were reviewed by a Standards Committee consisting of thirteen educational and lay representatives named by the Commissioner of Education. The Committee determined that all three of the NTE's Core Battery tests were valid for use in Tennessee, and that 23 of the 25 specialty area tests were valid. The two tests which were declared invalid--art education and education of the mentally handicapped--did not adequately represent their specialized curricula. The Committee also recommended acceptable minimum qualifying scores, based on the panel's estimates of minimum competencies, and the test results of recent examinees in the area. The qualifying scores were to be raised each year from 1984 to 1989. (GDC)

ED 260 123 TM 850 450

van der Linden, Wim J.

Advances in the Application of Decision Theory to Test-Based Decision Making.

SPONS. AGENCY- Netherlands Foundation for Educational Research, The Hague.
PUB DATE- Mar 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; Classification; *Cutting Scores; *Decision Making; Foreign Countries; Item Analysis; Literature Reviews; Mastery Tests; Personnel Selection; Secondary Education; Statistical Studies; Student Placement; *Test Results; Test Theory; *Test Use
IDENTIFIERS- *Netherlands

This paper reviews recent research in the Netherlands on the application of decision theory to test-based decision making about personnel selection and student placement. The review is based on an earlier model proposed for the classification of decision problems, and emphasizes an empirical Bayesian framework. Classification decisions with threshold utility are discussed to provide an example of the application of Bayesian theory to test-based decision making. Test results from the 1981 administration of the Eindtoets Basisonderwijs are analyzed with respect to the type of secondary education chosen by Dutch students at the end of primary education: lower vocational education, lower general education, or middle general education. A 55 item bibliography is attached. (GDC)

ED 260 150 UD 024 351

Spolsky, Bernard
Overcoming Language Barriers to Education in a Multilingual World.
PUB DATE- 85
NOTE- 14p.; Paper presented at the Symposium of Education marking the 75th Anniversary of the Founding of the City of Tel-Aviv. Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Dialects; Educational Policy; Elementary Secondary Education; Foreign Countries; Hebrew; *Language Dominance; *Language Standardization; *Multicultural Education; *Second Language Learning; Sociolinguistics; Urban Education
IDENTIFIERS- *Israel

The 75th anniversary of a city honored among other things for its role in the revival of the Hebrew language is an appropriate occasion to remind ourselves of the complex effects of language policy on education. In choosing to establish Hebrew as its standard language, Israel was working to proclaim both present and historical unity. The rapidity with which the language spread, the comparative ease with which large numbers of migrants came to use it, the skill with which it was developed for new domains of modern life, should not be permitted, however, to obscure one of the costs. In Israel, as in much of the modern world, children come to school speaking a language or a dialect different from the one valued by the school system. Failure to recognize this means that many children, whether their home language is different from the standard or a stigmatized variant of it, face a barrier to their education. Educational linguistics, a field that is well developed in Israel, provides a means of studying this problem and of working to provide equal educational opportunity for all students in a multilingual society. (Author/RDN)

ED 260 164 UD 024 379

Arts Partners Program. March-June, 1984. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Creative Writing; Dance; *Educational Cooperation; Elementary Secondary Education; *Fine Arts; Music; *Poetry; *Program Effectiveness; Program Implementation; School Districts; Teacher Attitudes; Theater Arts; Visual Arts
IDENTIFIERS- *Arts Partners Program NY

The Arts Partners program, run collaboratively by the New York City Public Schools and other city offices and agencies, was designed to help community school districts initiate or enrich arts education experiences in the basic curriculum. In its pilot phase (from March to June, 1984), the project linked 13 school districts with 13 arts agencies to provide arts programming for 117 schools in all 5 boroughs, serving an estimated 19,000 students. An evaluation of the pilot phase found that, in general, the program operated well. Participants were very pleased with the program, believed that it had a positive impact on students, and wanted it to continue. The program goal of promoting positive student social development by channeling energies into arts activities was successful. Artists established a creative relationship with students in assigned workshop classes and learned about the students' artistic interests. Teachers, in turn, learned about innovative art techniques. The evaluation produced four general recommendations for program enhancement: (1) complete, early planning is crucial to success; (2) to ensure that arts programming is a collaborative effort among districts, awareness about the diversity of arts activities should be increased throughout the districts; (3) each school should appoint a school coordinator to be responsible for implementing the program; and (4) all districts should evaluate their programs with appropriate pre- and posttest measures. (KH)

ED 260 001 SO 016 726

Martin, Andre, Comp.
A Franco-American Overview. Volume 2. Midwest and West.
National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-135-9
PUB DATE- Feb 80
NOTE- 307p.; For the other volumes in this series, see SO 016 725-730. Three chapters are presented in French.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Acculturation; Biculturalism; Colonial History (United States); *Cross Cultural Studies; *Cultural Education; *Cultural Influences; Cultural Pluralism; Culture; Ethnic Groups; Land Settlement; Migration; Social History; Social Studies; Subcultures; United States History
IDENTIFIERS- California; *Franco Americans; French (Canadian); French Culture; Fur Trade; Huguenots; Louisiana; Michigan (Detroit); Minnesota; South Carolina; United States (Midwest; *United States (West); Wisconsin

Intended to help readers develop an appreciation of the contributions of Franco-Americans to the cultural heritage of the United States, this book, the second of six volumes, presents 15 readings representing many perspectives--from the historical to the sociological--illustrating the thinking and feelings of those in the forefront of Franco-American studies. This volume focuses on Franco-Americans in western and midwestern United States. The following articles are presented: "French Explorers and Settlers in Northern California, 1769-1870" (William George Reese); "The Church in Colonial America 1492-1790" (John Tracy Ellis); "The Huguenots of Colonial South Carolina" (Arthur Henry Hirsch); "Le Canadien-Francais et L'Amerindien" ("The French-Canadian and the American Indian," Charles Noyes); "Belle-Riviere, Griffon et Creve-Coeur: La Tenace Poursuite d'un Reve Imperial" ("Beautiful River, Griffin and Heartbreak: The Tenacious Pursuit of an Imperial Dream," M. Helene Pauly); "De Normandie en Mongolie? Nicolet chez les Etranges Winebagos" ("From Normandy to Mongolia? Nicolet in the Land of the Strange Winebagos," M. Helene Pauly); "The Fur Trade in Wisconsin" (Larry Gara); "The French Residents of Wisconsin" (Louise Phelps Kellogg); "Minnesota--A History of the State" (Theodore C. Blegen); "The Historical Geography of Detroit" (Almon Ernest Parkins); "The Story of Detroit" (George B. Catlin); "Annals of St. Louis in its Early Days under the French and Spanish Dominations" (Frederic L. Billon); "Gulf Coast Country" (Hodding Carter and Anthony Ragusin); "Sketches of Early Texas and Louisiana" (Frederic Gaillardet); and "Four Cents an Acre" (Georges Oudard). (LH)

ED 260 015 SO 016 750

Istance, David; And Others

Education in Modern Society.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12739-9
PUB DATE- 85
NOTE- 108p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006-4582 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Adult Education; *Comparative Education; Compulsory Education; *Developed Nations; Educational Finance; *Educational Opportunities; Educational Quality; *Educational Trends; Elementary Secondary Education; Employment; Enrollment; *Equal Education; Ethnic Groups; Family (Sociological Unit); Higher Education; Labor Force; Multicultural Education; Postsecondary Education; Social Change; Social Problems; *Sociocultural Patterns; Technological Advancement; Values

Placed in the context of the issues that inform the contemporary debate as well as the measured trends in student numbers, educational expenditures, and institutional structures, this report examines the major features of education's changing socioeconomic environment. These include structural changes in employment and the labor market and the outstanding problems of unemployment, shorter working time, and rapid technological development. The report begins with a succinct presentation of some of the basic facts of education today, encompassing the socioeconomic as well as the more strictly educational. Part two--"The Socio-Economic Environment of Education"--examines economic, social, and cultural questions and developments and seeks to identify some of the broad implications for education. Particular emphasis is given to the socially disadvantaged, cultural minorities and migrants, and women, as well as the family, the community, and values in education. In part three--"Educational Responses in the Eighties"--the more general socioeconomic issues are complemented by the specific questions that arise in each of the main sectors of countries in the Organization for Economic Cooperation and Development (OECD), including compulsory schooling, post-compulsory education and training, and higher education. Dominant themes include the importance of improving the quality of schooling, the low-achievement problem, bridging the divide between education and training, opening more widely education's doors to adults, and maintaining and protecting research capacity. Questions of expenditure and finance and an overview of the report and its conclusions are contained in the final chapter. (LH)

ED 260 13 UD 024 176

Linguistic and Cultural Backing for Immigrant and Minority-Group Children of Pre-School Age. Findings of the Committee on Linguistic Minorities among Children of Pre-School Age. Summary.
National Swedish Board of Education, Stockholm.
PUB DATE- 82
NOTE- 53p.; For related documents, see UD 023 727.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Bilingual Education Programs; Educational Policy; Ethnic Groups; Foreign Countries; *Immigrants; Instructional Materials; *Native Language Instruction; *Preschool Education; Program Development; Program Evaluation; Staff Development; Student Needs; Swedish; Teaching Methods
IDENTIFIERS- *Sweden

A summary of the findings and recommendations of the Swedish Government's Committee on Linguistic Minorities among Children of Preschool Age is provided in this report. The first six chapters supply background material. Chapter 1 describes the target group and its estimated size, and suggests new definitions for use in native language backing schemes. In Chapter 2, social and cultural conditions affecting immigrant and minority children are described. Questions relating to language development and multilingualism are discussed in Chapter 3. Chapters 4-6 outline the past development of native language training at preschool level. Chapter 7 defines the proposed objectives of native language backing programs, both in and out of school. The remaining chapters deal with the following topics: (8) investigatory visits and related activities, language registration, and planning of native language programs by local authorities; (9) children not brought up as Swedish-speakers in hospitals or in children's or family homes, and handicapped children with immigrant or minority backgrounds; (10) planning and organizing native language backing in preschools; (11) methods of native language backing in preschools; (12) cooperation between preschool and primary school; (13) native language backing outside preschool in cultural and recreational spheres; (14) toys and working materials for native language backing in and out of preschool; (15) training of bilingual and Swedish staff; (16) proposed act on native language backing in preschools; and finally (17), estimated cost and suggested government subsidies. (KH)

ED 259 884 SE 045 848

Schultz, Robert F.

Electrical and Chemical Experiments...from Edison.

Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 80
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; *Electricity; *Elementary School Science; Intermediate Grades; Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science
IDENTIFIERS- *Electrochemistry

Background information, lists of materials needed, and procedures are provided for 12 electrochemistry experiments. The experiments involve investigating: (1) a simple electrical circuit; (2) how a doorbell works; (3) how a two-way switch works; (4) conductors and insulators; (5) controlling current with a pencil; (6) what an electrolyte is; (7) electricity from a lemon; (8) the first electric battery; (9) gases from electrified salt water; (10) ink for secret messages; (11) carbon dioxide (the fire killer); and (12) candy crystals from a sugar solution. Diagrams illustrating procedures and/or equipment are included when applicable. (JN)

Cutcliffe, Stephen H., Ed.
Contemporary Critiques of Technology. Working Papers Series Volume 3.
Lehigh Univ., Bethlehem, PA. Technology Studies Resource Center.
PUB DATE- Jun 85
NOTE- 148p.
AVAILABLE FROM- TSRC, Lehigh Univ., 327 Maginnes Hall #9, Bethlehem, PA 18015 ($6.00 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cultural Influences; Higher Education; Modernization; *Philosophy; Political Influences; *Social Responsibility; *Sociocultural Patterns; *Technology
IDENTIFIERS- Mumford (Lewis); *Philosophers

The third volume of the working paper series produced in association with the Regional Colloquium for Technology Studies offers a range of insights into modern technology and some of the thinkers who have philosophized about its nature and societal impact. The essays are critical appraisals of the ideas of philosophers of twentieth-century technology and technology's relationship to society. They are: (1) "Lewis Mumford, Master of Many Arts: The Forming Years" by Donald Miller; (2) "Technology and Traditional Culture Institutions" by Paul Durbin; (3) "Langdon Winner on Jacques Ellul: An Introduction to Alternative Political Critiques of Technology" by Carl Mitcham; (4) "An Exchange of Letters - From Langdon Winner and Carl Mitcham"; and (5) "Contemporary Critiques of Technology: Response and Comments" by Steven Goldman. (ML)

ED 259 929 SE 045 900

Smith, Diane

Homemade Electricity: An Introduction to Small-Scale Wind, Hydro, and Photovoltaic Systems.

National Center for Appropriate Technology, Butte, Mont.

SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-10
PUB DATE- Mar 84
NOTE- 32p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - General (140)
DESCRIPTORS- *Alternative Energy Sources; *Electricity; Energy; Energy Conservation; Power Technology; *Solar Energy; *Technological Advancement; Technology; *Wind Energy
IDENTIFIERS- *Appropriate Technology; *Hydroelectric Power; Photovoltaic Systems

This report consists of three parts. The first part provides advice (in the form of questions and answers) to prospective individual power producers who are considering investing in electricity-producing systems and in generating their own power. A list of Public Utilities Regulatory Policies Act (PURPA) regulations is included. This legislation requires utilities to buy electricity from small power producers (or qualifiers as they are called). The second part presents (in separate sections) discussions on the use of wind energy, flowing water (hydro energy), and photovoltaic systems to generate electricity. Each section includes background information, a case study, recommendations, and a list of selected grant projects from the Department of Energy (DOE) Appropriate Technology Small Grants Program. Most of the information and recommendations in this part is based on the final reports from and interviews with individuals who received DOE Appropriate Technology Small Grants Program awards. The third part provides sources for additional information, suggested readings, and a glossary of key terms. (ML)

ED 259 944 SE 045 920

Albrecht, Jean, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index, No. 62.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Mar 85
NOTE- 169p.; Additional support provided by the U.S. Department of Agriculture Forest Service Research Division.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected materials addressing the interface between forestry and social sciences. Materials include articles appearing in United States and foreign professional journals, bibliographies, conference proceedings, and other types of publications. A table of contents contains the list of subjects with major topics in social science applied to: (1) forestry at large; (2) forest management; (3) production of forest goods and services; and (4) forest industries. Each entry includes citation number, author(s), title, source, year, and number of pages. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. An author index is included. (DH)

ED 259 973 SO 016 674

Lipman, Matthew
Philosophical Practice and Educational Reform.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Concept Formation; Discovery Learning; Discussion (Teaching Technique); *Educational Change; *Educational History; Educational Improvement; Educational Needs; Educational Objectives; Elementary Secondary Education; Fused Curriculum; *Futures (of Society); Heuristics; Inquiry; *Integrated Curriculum; Interdisciplinary Approach; Metacognition; Models; *Philosophy; Primary Sources; Skill Development; Teacher Education
IDENTIFIERS- Plato of Athens

The history of philosophy is examined, and what the practice of philosophy may portend for the future of education is discussed. The traditional prohibition of philosophy being taught to children is much indebted to citations from Plato's "Republic." Plato thought that the dialectic would subvert and corrupt children. But just as Socrates thought that philosophy should be studied by people of all ages, there are many educators who are open to the teaching of philosophy at the K-12 levels. These educators believe that philosophy paradigmatically represents the education of the future. The reform of education must take shared philosophical inquiry in the classroom as a heuristic model; philosophy should be injected into all academic disciplines. For this reform movement to work, discovery learning must be used in the classroom, students must be taught the conceptual tools necessary for true inquiry, the curricula must be rationally sequenced, primary sources must be used, emphasis must be placed on classroom discussions, curriculum fragmentation must be eliminated, skill acquisition and concept development must reinforce one another, the importance of the metacognitive must be recognized, and teacher education must be changed. (RM)

ED 259 988 SO 016 707

Horak, Stephan M.

The Soviet Union and Eastern Europe: A Bibliographic Guide to Recommended Books for Small and Medium-Sized Libraries and School Media Centers.

REPORT NO.- ISBN-0-87287-469-9
PUB DATE- Jan 85
NOTE- 381p.; For related document, see ED 257 741.
AVAILABLE FROM- Libraries Unlimited, Inc., P.O. Box 263, Littleton, CO 80160 ($27.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anthropology; *Area Studies; Art; Cross Cultural Studies; Demography; Economics; *Ethnic Groups; *European History; Geography; History; International Relations; Literature; Military Science; Modern History; Philosophy; Politics; Psychology; Religion; Resource Materials; Sciences; Sociology; Subcultures
IDENTIFIERS- *Eastern European Studies; *Soviet Studies

Intended to aid librarians in small- and medium-sized libraries and media centers, this annotated bibliography lists 1,555 books focusing on the Soviet Union and Eastern Europe. The book is divided into four parts: (1) "General and Interrelated Themes--Union of the Soviet Socialist Republics and Eastern European Countries"; (2) "Russian Empire Prior to 1917 and the USSR"; (3) "USSR--Non-Russian Republics, Jews, Other Peoples"; and (4) "Eastern European Countries." Each part is arranged by subject, with priority given to general studies, followed by special studies sections where appropriate. Titles in Part 1 focus on economics; government and law; political theory and communism; international relations; history; language and literature; dissent, nationalism, and religion; sociology and social conditions; and military affairs. Titles in Part 2 deal with anthropology and folklore; the arts, fine arts, and architecture; economics; education and culture; geography, demography, and population; government, state, and politics; diplomacy and foreign relations; history; military affairs; Russian language; Russian literature; philosophy and political theory; psychology and psychiatry; religion; science and research; and sociology. Part 3 presents titles related to the Baltic Republics; Belorussia; Ukraine; Caucasian Republics and peoples; Central Asian Republics and peoples; Jews; Moldavians; Germans and Tartars; and the peoples of Siberia and the Volga Basin. The last part focuses on Albania; Bulgaria; Czechoslovakia; Hungary; Poland; Romania; Yugoslavia; National minorities and dissent; and language and literature. (LH)

ED 260 030 SP 026 196

Champion, Robby H.
Impact of the Program Approval Process in Maryland. Summary and Analysis of On-Site Teacher Education Program Evaluations, 1971-1981.
Maryland State Dept. of Education, Baltimore.

PUB DATE- Dec 82
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Criteria; Higher Education; *Program Evaluation; Program Improvement; *Self Evaluation (Groups); *State Standards; *Teacher Education Programs
IDENTIFIERS- *Maryland

A synthesis and analysis is presented of the on-site evaluations completed on teacher education programs in Maryland over the past decade from 1971-1981. The nationally recognized standards developed by the National Association for State Directors of Teacher Education and Certification (NASDTEC) are the criteria used to examine teacher education programs. Teams of peer professionals conduct on-site program reviews which are coordinated by the Teacher Education and Certification Branch. Prior to the visit, institutions must undertake a thorough self-study of their programs using the NASDTEC Standards as the "yardstick." Data on the programs collected by the teams determine whether or not the Standards have been met. Full approval allows program graduates to have the benefits of completing a state-approved program which is approved for a full five-year period. Programs that have not fully met the Standards must be revisited within the time specified in the conditional approval. Consultant services are available to colleges as they work to meet all of the NASDTEC Standards and develop their their teacher education programs. Major trends in the findings of the first and second cycle on-site evaluations are summarized. The report concludes with perceptions of teacher educators on the approval process including major impacts and changes in Maryland teacher education. (JD)

ED 260 062 SP 026 397

Rush, Gary S.
Follow-up of Teacher Education Graduates 1983. College of Education and Psychology, University of Southern Mississippi.
University of Southern Mississippi, Hattiesburg. Coll. of Education and Psychology.
PUB DATE- 83
NOTE- 25p.; For the 1982 follow-up, see SP 026 396.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Followup Studies; *Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Attitudes; Program Development; *Program Evaluation; Schools of Education; Teacher Education Curriculum
IDENTIFIERS- *University of Southern Mississippi

To determine the appropriateness of courses and programs offered to teacher education students at the University of Southern Mississippi, an annual follow-up of graduates is conducted. Each first year teacher in a sample from the total group is treated in the following manner to get needed information. First, a teacher education faculty member observes the teacher and evaluates performance based on the objectives determined in the teacher preparation program at the university. Additionally, the former student is asked to complete a form which seeks to determine the degree to which the graduate finds utility in the various courses taken at the university. A third activity for the faculty member is obtaining an evaluation of the teacher's performance by an immediate superior. All of this is done, not to evaluate the teacher, but to determine the quality of training provided by the university. Third year teachers are asked to do steps two and three in order to obtain a view of the teachers' perceptions of the appropriateness of their training after a longer period of experience. Data obtained have been used to alter courses and programs in the teacher education program. (Author/JD)

ED 260 079 SP 026 517

Nespor, Jan

The Interaction of School Context and Teachers' Beliefs. R&D Report No. 8023.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 112p.
CONTRACT- NIE-G-80-0116
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Classroom Techniques; Economic Factors; *Educational Environment; *Institutional Characteristics; Resource Allocation; Secondary Education; *Teacher Attitudes; *Teacher Behavior; *Teacher Response

This report focuses on the issue of how constraints of the school environment and teachers' beliefs about teaching influence classroom performance. Case studies of three teachers in two schools (one in a rural, the other in an urban district) are presented. Objective characteristics of the school settings (e.g., patterns of material and physical resource distribution) are described in detail. The classrooms of the teachers, and their explanations and justifications of their practices, are then examined. The report concludes by summarizing the patterns of resource distribution operating in the two schools and districts and examining teachers' beliefs about teaching as a form of "commitments" to different definitions of teachers. Commitments are then explained in terms of the interaction of organizational control patterns and teachers' strategies of adaptation to organizational settings. The central theme of the analysis is that teachers' classroom performances are not shaped by the independent influences of contextual constraints and beliefs and intentions, but are instead shaped by the interaction of beliefs and constraints. (Author)

ED 260 094 TM 850 410

Muraki, Eiji

Implementing Full Information Factor Analysis: TESTFACT Program.

PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Psychometric Society (San Antonio, TX, November 1-3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Simulation; *Computer Software; Correlation; Difficulty Level; *Factor Analysis; *Guessing (Tests); *Item Analysis; Mathematical Models; Response Style (Tests); Statistical Studies; Test Items
IDENTIFIERS- *Full Information Factor Analysis; Heywood Cases; *TESTFACT (Computer Program); Tetrachoric Correlation

The TESTFACT computer program and full-information factor analysis of test items were used in a computer simulation conducted to correct for the guessing effect. Full-information factor analysis also corrects for omitted items. The present version of TESTFACT handles up to five factors and 150 items. A preliminary smoothing of the tetrachoric correlation coefficient may be needed before the principal factor analysis is carried out; the new matrix is then analyzed by the MINRES method. In the simulation, stepwise full-information factor analysis of one or two factors was carried out on a 25-item data set. One model corrected for guessing and one did not. Item difficulty and chi square statistics were computed for a one-factor and a two-factor solution. Difficult items were most affected by guessing, and the guessing correction raised the tetrachoric correlation coefficients. Goodness of fit statistics were affected by additional factors or dimensionality. It was recommended that researchers using full-information factor analysis choose both the step-wise option and the guessing model in the TESTFACT program. Also the TESTFACT option which imposes constraints on item parameter estimates in maximum likelihood factor analysis should be used to avoid the Heywood case. (GDC)

ED 260 124 TM 850 451

Hess, Anne C.

The Alabama High School Graduation Examination Experience: General Background and Practical Aspects.

PUB DATE- Apr 85

NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985). For a related document, see TM 850 452.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Competency Based Education; Elementary Secondary Education; *Graduation Requirements; High School Graduates; Measurement Objectives; *Minimum Competency Testing; State Departments of Education; State Legislation; State Programs; *State Standards; *Statewide Planning; Student Certification; Test Construction; *Testing Programs

IDENTIFIERS- Alabama; *Alabama High School Graduation Examination

Thorough planning is required before implementing an examination for a high school diploma. It was decided in 1977 that Alabama educators would establish minimum competencies for grades 3, 6, and 9. The competencies for grade 9 then became the skills to be assessed on the Alabama High School Graduation Examination (AHSGE), first given to eleventh graders in the fall of 1983. Students were informed of the examination requirement four years before its implementation. Curriculum validity studies were required, and a number of other issues required decisions. In Alabama, all students who wished to earn a regular high school diploma--including special education students--were required to pass the AHSGE. Special test administration procedures were developed for hearing and visually impaired students. The Alabama Department of Education chose to develop its own test, rather than to use a previously developed test. Procedures and policies were developed to accomodate special situations, while being careful not to set a precedent that might later cause legal or logistical problems. In conclusion, every effort must be made, and documented, to assist students in meeting the criteria required for graduation; both remedial instruction and documented information are important. (GDC)

ED 260 151 UD 024 352

Minorities in Independent Schools. Enrollment Trends and Financial Aid, 1980-81 - 1983-84. NAIS Statistics Supplement.

National Association of Independent Schools, Boston, Mass.

PUB DATE- 84

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- American Indians; Asian Americans; Black Students; Elementary Secondary Education; *Enrollment Rate; *Enrollment Trends; *Financial Support; Hispanic Americans; *Minority Group Children; Minority Group Teachers; *Private Schools; School Demography

This statistical report is distilled from data reported over four school years in the National Association of Independent Schools (NAIS) spring statistics. It provides a demographic summary of minorities in NAIS member schools, examining recent trends in minority enrollment and exploring the most recent data on the relative proportion of financial aid awarded to faculty and nonfaculty children in minority and nonminority categories. Among the key findings are that in 1983-84 (1) minority enrollment was 9.2 percent of total enrollment; (2) 1.4 percent of schools enrolled 31 percent of minority students; (3) 17.3 percent of reporting schools enrolled 31 percent of minority students; (4) minority teachers represented 2.8 percent of all teachers; and (5) 46.7 percent of schools reported no minority teachers. For 1982-83 it was found that (1) 15 percent of all students received financial aid; (2) 33.1 percent of minority students, as against 13.2 percent of nonminority students, received financial aid; and (3) the largest single group receiving full financial support was nonminority faculty children. From 1969-70 to 1982-83, the percentage of minority students paying full tuition increased from one-half to two-thirds. Enrollment trends from 1980-81 to 1983-84 revealed that total enrollment increased by 3.2 percent and that Asian American enrollment increased at 12 times the rate of general enrollment and 40 times that of African American, Hispanics American, and Native American Growth. (RDN)

ED 259 900 SE 045 869

Mathematics Program Analysis of Grade 10 Stanford Achievement Test, Test of Academic Skills. Fall 1984 Administration.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-85-8017
PUB DATE- Jun 85
NOTE- 24p.; For the report of the fall 1983 administration, see ED 253 434. For analysis of other grades, see SE 045 875-876.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Grade 10; High Schools; *Mathematics Achievement; Mathematics Education; *Program Effectiveness; *Secondary School Mathematics; Testing; *Testing Programs; *Test Results
IDENTIFIERS- *Hawaii

The Stanford Achievement Test (SAT), Test of Academic Skills Level I was administered to 10,186 tenth grade students in Hawaii during fall 1984. This two-section report presents findings from the SAT's mathematics subtest. This subtest measured students' competency in these nine areas: numbers, symbols, and sets; number properties and operations (whole numbers); number properties and operations (common and decimal fractions); number properties and operations (integers and exponents); mathematical sentences; geometry and measurement; ratio and percent; graphs, probability, and statistics; and mathematical reasoning. Section I, an overview, discusses the purpose of the test, the background of the test administration, and the approach for program analysis; a general summary of performance is included. Section II provides analysis of the mathematics subtest relative to the task requirement, student performance in Hawaii compared to national performance, implications, and recommendations. Supporting documentation (including SAT objectives correlated with learner objective or performance expectation) is included in appendices. The statewide summary of group stanine results indicates that tenth grade students in Hawaii performed slightly better than the national norm population with 78 percent scoring in the average and above average ranges. This is 1 percent higher than the national norm of 77 percent. (JN)

ED 259 959 SO 015 981

Kenawy, Hoda Mohammed

Musical Education and Egyptian Child's Psychological and Social Needs.

PUB DATE- Apr 82
NOTE- 22p.; Paper presented at the Conference for Musical Education about "Egyptian Child and Music" (1st, Cairo, Egypt, April 5-8, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Childhood Attitudes; Childhood Interests; Childhood Needs; Comparative Education; Developmental Stages; *Educational Objectives; Elementary Education; Foreign Countries; Individual Characteristics; Music; *Music Education; Student Characteristics
IDENTIFIERS- *Egypt

The role played by music in Egyptian education in developing the character of the child is discussed. The first part of the paper discusses the characteristics of the elementary school child and examines how each can be developed through musical education. For example, young children have a fertile imagination that can be stimulated by music. Other characteristics discussed are curiosity, the childhood tendency toward beauty, the potentiality of childhood, the child's readiness to respond to any emergent influence, and the child's sociability. Musical education can help the child develop muscular-motor cooperation, aural memory and time sensation, and the abilities to differentiate aurally and to observe and pay attention. The second part of the paper examines childhood needs and the role played by music to satisfy them. For example, children need to be loved and to be affectionately secure. Music stimulates pleasant emotions and can satisfy children's need for love by encouraging them to participate with others, as in a chorus. Other needs discussed are those of security, belonging and social acceptance, self-respect and self-esteem, success and accomplishment, and knowledge and understanding. (RM)

ED 260 046 SP 026 347

Vickers, R. R., Jr.
Side Effects of Physical Training: Association of Fitness Improvement to Espirt de Corps, Performance, Health, and Attrition in Marine Corps Basic Training. Report No. 83-37.
Naval Health Research Center, San Diego, Calif.
PUB DATE- Dec 83
NOTE- 32p.; For related document, see SP 026 348.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Military Personnel; Military Training; Performance Factors; *Physical Fitness; Physical Health; *Program Effectiveness; *Program Evaluation; *Training Methods
IDENTIFIERS- *Marine Corps

Physical training is a significant element of Marine Corps basic training which may affect nonfitness basic training outcomes in addition to improving fitness. If so, physical training side effects should be considered when designing and evaluating physical training programs. This study capitalized on naturally occurring platoon differences in fitness outcomes to classify basic training platoons into relatively high and low improvement groups. The high improvement group had better attitudes toward the Marine Corps, greater perceived self-improvement, and performed better during basic training. The groups had comparable illness rates during basic training, but there was more medical attrition and overall attrition in the high improvement group. The groups did not differ with regard to Fleet Marine Force promotion or attrition rates. These findings demonstrate that physical training programs may indeed influence nonfitness basic training outcomes. Additional research is needed to verify that physical training differences actually cause nonfitness basic training outcomes, to determine whether these side effects are large enough to be of practical importance, and to identify specific aspects of physical training programs that are important for promoting nonfitness basic training objectives. (Author)

ED 260 109 TM 850 431

Dwinell, Patricia L.
The Validation of Variables Used in the Placement and Prediction of Academic Performance of Developmental Students.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Admission Criteria; Basic Skills; *Developmental Studies Programs; Grade Point Average; Higher Education; Minimum Competencies; Predictive Measurement; *Predictor Variables; Quantitative Tests; State Programs; *Student Placement; Testing Programs; Test Validity; Verbal Tests
IDENTIFIERS- Basic Skills Examination; Descriptive Test of Mathematics Skills; Scholastic Aptitude Test

This study investigated the relationship of standardized test scores and locally developed test scores to course placement and academic success in a developmental program. The sample consisted of 281 students who matriculated in the Division of Developmental Studies at a southern university. Eligible students for enrollment in Developmental Studies were those who were denied regular admission because they did not meet minimum admission standards. Students in the program are required to demonstrate proficiency in the course areas of English, reading, and mathematics before exiting the program. The variables are indices of performance that are used to place students in the appropriate developmental courses. Consistent across the three areas is the use of the high school grade point average (HSGPA), the Scholastic Aptitude Test (SAT) score, Basic Skills Examinations (BSE) designed and mandated for use by the University System Board of Regents, and supplemental tests. Results indicated that the SAT scores and HSGPA continue to be good predictors of academic performance. The BSE scores correlated highly with the appropriate SAT score and are of value for placement and prediction purposes. (DWH)

ED 260 138 UD 024 240

Liljegren, Thomas; Ullman, Lilian

Compulsory School Leavers in 1979 with Home Languages Other than Swedish. Interim Report 1.

National Swedish Board of Education, Stockholm.

PUB DATE- 1 Jul 81

NOTE- 88p.; For related documents, see UD 024 241-243.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; Bilingual Education; Educational Attainment; Foreign Countries; *Immigrants; *Language Fluency; Secondary Education; Sex Differences; Student Characteristics; Student Educational Objectives; *Swedish

IDENTIFIERS- *Sweden

The Swedish National Board of Education studied 7,095 youth (mostly immigrants) who were in grade 9 of compulsory school in 1978-79 and who spoke a language other than Swedish at home. The part of the study reported on here focused on the concern that young immigrants leaving compulsory school tend less frequently than Swedish pupils to go on to (voluntary) upper secondary school. In 1979, study results indicated an average of 69% of pupils with other home languages (compared with 80% of Swedish home speakers) went straight on to upper secondary school. Pupils with other home languages who nontheless had a strong command of Swedish went on to upper secondary school with nearly the same frequency as Swedish home speakers, but pupils with less of a command of Swedish had lower average marks when applying for upper secondary school. However, those not having a command of Swedish comparable to Swedish pupils' represented a minor proportion (17%) of all pupils with other than home languages. Similarly, in the area of choice of line of studies, other home language students with a strong command of Swedish were more likely than those with less Swedish ability to choose a line similar to that of Swedish home speakers. In grade 9, 75% of pupils who had a lower command of Swedish attended auxiliary Swedish lessons. And finally, only a small proportion of the over 2,000 pupils with other home languages who did not go straight on to upper secondary school in 1979 participated (1979-80) in one of the introductory courses designed to make it easier for young immigrants to embark on upper secondary schooling. (KH)

ED 260 165 UD 024 380

Magnet School Program, 1984-1985. Final Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; High Schools; Intergroup Relations; *Magnet Schools; *Program Effectiveness; Suspension
IDENTIFIERS- *New York (New York)

The New York City Board of Education has instituted magnet educational programs in five city high schools offering special curricula not ordinarily available to secondary school students in their zoned high schools. Magnet courses were designed to assist high schools in their desegregation efforts and to reduce minority group isolation. The magnet programs were centered around themes: oceanogreaphy; practical nursing and premedical training; discovery and development (for underachieving, inner city students headed for college); communication arts; and medicine and the natural sciences. An evaluation of the five schools found that, in general, the program succeeded in encouraging students to engage in cooperative social interactions. The attendance data for the program participants indicated that attendance was generally high for the magnet school students although, as in the general school population, the attendance rate did decrease slightly over the course of the school year. The frequency of suspensions was low for students in the magnet programs. Finally, the achievement scores for participating students in reading and math did not meet the program objectives at any of the schools; this suggests that perhaps these measures were not appropriate for the assessment of program goals. (KH)

ED 259 916 SE 045 887

Sponenberg, Torsten D.; And Others
A Homeowner's Guide to Septic Systems.
Virginia Water Resource Research Center, Blacksburg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 85
NOTE- 25p.
GRANT- C-003281-01
AVAILABLE FROM- Virginia Water Resources Research Center, 617 N. Main St., Blacksburg, VA 24060-3397.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (0[illegible])
DESC[illegible]Environmental Standards; *Sanitary Facilities; Sanitation; *Solid Wastes; *Waste Disposal; Wastes; *Waste Water; *Water Quality
IDENTIFIERS- *Septic Systems

This booklet provides basic information on septic system use and maintenance. Written for current and prospective homeowners, it offers guidelines for proper operation of household septic systems. In addition, (1) components of individual systems are diagrammatically explained; (2) suggestions for maintenance are outlined; (3) problem areas and potential health hazards are identified and discussed; (4) recommendations for the selection of a site are given; and (5) installation and maintenance procedures are specified. Information sources and a list of references on septic systems are also included. (ML)

ED 259 945 SE 045 922

Nordmark, Staffan
VTI Driving Simulator: Mathematical Model of a Four-wheeled Vehicle for Simulation in Real Time. VTI Rapport 267A.
Swedish Road and Traffic Research Inst., Linkoping.
REPORT NO.- VTI-R-267A-1984
PUB DATE- 84
NOTE- 69p.
AVAILABLE FROM- Swedish Road and Traffic Research Inst., S-581 01, Linkoping, Sweden.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Computer Simulation; Computer Software; *Driver Education; Foreign Countries; *Mathematical Models; *Motor Vehicles; Simulation
IDENTIFIERS- *Driving Simulators; Sweden

This report contains a theoretical model for describing the motion of a passenger car. The simulation program based on this model is used in conjunction with an advanced driving simulator and run in real time. The mathematical model is complete in the sense that the dynamics of the engine, transmission and steering system is described in some detail. Tire forces are given by tabular data. Steering and suspension compliances are lumped together with the tire forces to give effective cornering characteristics. Wheel rotational equations are integrated and the associated difficulties discussed. Rolling resistance and aerodynamic forces are included to some extent. The model is validated during transient manoeuvers and the results correspond well with field test data. (Author)

ED 260 002 SO 016 727

Giguere, Madeleine, Ed.
A Franco-American Overview. Volume 3. New England (Part One).
National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-136-7
PUB DATE- Mar 81
NOTE- 278p.; For the other volumes in this series, see SO 016 725-730.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Acculturation; Biculturalism; Catholics; Colonial History (United States); *Cross Cultural Studies; *Cultural Education; Cultural Influences; Cultural Pluralism; Culture; Ethnic Groups; Family Life; Industrialization; Land Settlement; Migration; Political Attitudes; Politics; Religion; Social History; Social Services; Social Studies; Subcultures; United States History
IDENTIFIERS- Acadians; *Franco Americans; French (Canadian); Maine; *New England; New Hampshire; Nineteenth Century; Vermont

Intended to help readers develop an appreciation of the contributions of Franco-Americans to the cultural heritage of the United States, this book, the third of six volumes, presents 17 readings representing many perspectives--from the historical to the sociological--illustrating the thinking and feelings of those in the forefront of Franco-American studies. This volume focuses on Franco-Americans in New England. The following readings are presented: "The French-Canadians in New England" (William MacDonald); "French Catholics in the United States" (J. K. L. LaFlamme, David E. Lavigne, and J. Arthur Favreau); "French and French-Canadians in the United States" (Mason Wade); "The Acadian Migrations" (Robert LeBlanc); "The Loyalists and the Acadians" (Mason Wade); "The Franco-Americans in Maine: A Geographical Perspective" (James P. Allen); "Quebec to 'Little Canada': The Coming of the French-Canadians to New England in the Nineteenth Century" (Iris Saunders Podea); "The French Colony at Brunswick, Maine: A Historical Sketch" (William N. Locke); "The Franco-Americans of New England" (George F. Theriault); "The Laborers of Manchester, New Hampshire 1912-1922: The Role of Family and Ethnicity in Adjustment to Industrial Life" (Tamara K. Hareven); "The Franco-American Working-Class Family" (Laurence French); "Traditional French-Canadian Family Life Patterns and Their Implications for Social Services in Vermont" (Peter Woolfson); "The Presidential Politics of Franco-Americans" (David B. Walker); "A Profile of Franco-American Political Attitudes in New England" (Norman Sepenuk); "The French Parish and 'Survivance' in 19th Century New England" (Mason Wade); "The Shadows of the Trees: Religion and Language" (Jacques Ducharme); and "French National Societies in New England" (Edward Billings Ham). (LH)

ED 260 016 SO 016 759

Rafferty, Yvonne; Friend, Ronald

The Asch Conformity Study as an Example of the Anti-Group Bias in Social Psychology.

PUB DATE- Mar 85

NOTE- 61p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bias; *Conformity; Group Dynamics; *Group Membership; Higher Education; Identification (Psychology); *Individualism; Peer Groups; Peer Influence; Psychological Studies; *Social Psychology; *Textbook Content

IDENTIFIERS- *Asch (S E)

Textbook presentations of Asch's classical research were used as a case example to evaluate whether an anti-group bias exists in social psychology. Ninety-nine textbooks were analyzed to evaluate whether an overemphasis on conformity was presented by textbook descriptions of Asch, and whether independence and resistance to group pressure were minimized. The results indicated that authors tended to distort Asch's study in line with the hypothesis and that this tendency has increased dramatically with time. Contrary to expectation, an increasing number of textbooks mention that Asch's social support variation "reduced" conformity, but failed to stress that the power of the group was very much depleted with the support of only one other. The results were discussed in relation to an anti-group bias in social psychology and the impact this has on social psychology. The study concludes with an extensive list of references. (Author/IM)

ED 260 031　　　　　　　　　　　　　　　　SP 026 203

Grade 8 Health Unit. Instructional Guide.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 85
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Decision Making; *Drug Abuse; *Family Relationship; Grade 8; *Health Education; Instructional Materials; Secondary Education; *Sex Education; Teaching Methods

Designed for eighth grade health classes, the guide serves to present early adolescents with information about drugs, relations between the sexes, difficulties and problems which are likely to arise in these areas, and probable consequences of various courses of action. The specific topics addressed in the unit are: (1) decision making; (2) family and peer relationships; (3) alcohol, tobacco, and other drugs; (4) reproduction, pregnancy, birth, and pregnancy prevention; (5) sexually transmitted diseases; and (6) problems of teenage pregnancy. Objectives, instructional activities, and student handouts are included for each topic. Transparency reproductions are included for topic 4. (BA)

ED 259 885 SE 045 849

Schultz, Robert F.

Useful Science Projects...from Edison.

Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 79
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Electric Circuits; *Electricity; Elementary School Science; Intermediate Grades; Science Activities; Science Education; *Science Experiments; *Science Projects; Secondary Education; *Secondary School Science; Student Projects

Background information, lists of materials needed, and detailed procedures are provided for five science projects. These projects involve constructing and using: (1) an electric pencil; (2) a buzzer to send coded messages; (3) a battery which produces light; (4) a radio that plays for free; and (5) a supersensitive cigar-box microphone. Diagrams illustrating procedures, circuits, and/or equipment are included when applicable. (JN)

ED 259 974 SO 016 675

World Development Report 1985. International Capital and Economic Development. World Development Indicators.

International Bank for Reconstruction and Development, Washington, D.C.; World Bank, Washington, D. C.

REPORT NO.- ISBN-019-520482-4
PUB DATE- Jul 85
NOTE- 256p.; Data tables and maps may not reproduce clearly.
AVAILABLE FROM- International Bank for Reconstruction and Development/The World Bank, 1818 H St., N.W., Washington, DC 20433 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Banking; Capital; Capitalism; *Developed Nations; *Developing Nations; *Economic Development; *Economics; Foreign Countries; Futures (of Society); *International Organizations; International Relations; *International Trade; Urbanization
IDENTIFIERS- *World Bank

Focusing on the contribution that international capital makes to economic development, this report shows how countries at different stages of development have used external finance productively; how the institutional and policy environment affects the volume and composition of financial flows to developing countries; and how the international community has dealt with financial crises. Part I, an overview and historical perspective, considers historical context, national policies, financial mechanisms, and prospects and options. Part II deals with the role of economic policies and covers macroeconomic and trade policy in industrial countries from the perspective of a developing country, foreign borrowing and developing-country policies, and managing foreign finance. Part III deals with mechanisms for international financial flows, including the international financial system and the developing countries, official development flows, international bank lending and the securities markets, and direct and portfolio investment. Part IV deals with perspectives and policies for the future. Following this is a statistical appendix containing 12 data tables and a section of bibliographical notes. The final section is an annex containing 28 data tables showing world development indicators, including demographics, economic indicators, government spending, education, and urbanization. Technical notes on the tables and a bibliography of data sources conclude the report. (IS)

ED 260 063 SP 026 412

Halbrook, Diane R.
Nutrition Education.
American Vocational Association, Inc., Arlington, Va.
SPONS. AGENCY- National Dairy Council, Rosemont, Ill.
PUB DATE- May 85
NOTE- 147p.
AVAILABLE FROM- American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Demonstration Programs; Elementary Secondary Education; *Nutrition Instruction; *Program Effectiveness; *Program Implementation

Outstanding nutrition education programs were identified and selected to serve as models for adaption nationwide. This project was designed to promote exemplary programs, methods, and materials in the area of nutrition education. Fifty-one programs were nominated for awards, six programs were cited as exemplary, and four were recognized with an Award of Merit. Descriptions are given of award-winning and award of merit programs. Included in the descriptions are program title and address, a summary of the program, program goals and purposes, target population, program description, implementation (including budget and funding sources), and evidence of effectiveness. Application abstracts are included of the remaining 41 programs containing brief summaries of the salient features of the programs. (JD)

ED 260 080 SP 026 541

Opinions of Michigan Citizens About the Public Schools. 4th Michigan Education Poll.

Michigan State Board of Education, Lansing. Project Outreach.

PUB DATE- Apr 85

NOTE- 125p.; For the 3rd Michigan education poll, see ED 254 499; for the Michigan poll on excellence in education, see ED 239 766.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Board of Education Role; *Educational Attitudes; Educational Responsibility; Elementary Secondary Education; *Public Opinion; *Public Schools; *School Effectiveness; School Role; Teacher Effectiveness

IDENTIFIERS- Michigan

This document, one of a series of public opinion surveys conducted for Project Outreach of the Michigan Board of Education, reports the results of a telephone survey of adult citizens in Michigan on their opinions about the public schools in the state. The survey was conducted in April, 1985 and a total of 801 interviews was completed. Survey results are reported for two major subgroups. The first are citizens who live in households where there are public school students. These opinions are compared with those of citizens in households where there are no public school students. These are homes in which the children, if present, are either pre-school or attend parochial or private schools. This subgroup also includes citizens with children not presently enrolled in school, or whose youngest child had graduated from high school, as well as households consisting of adults with no children. Other subgroup demographic information is shown in the composition of the sample at the end of the report. Responses are presented in tabular format and a copy of the survey instrument is included. (JD)

ED 260 095 TM 850 412

Kreiner, Svend

Analysis of Multiple Contingency Tables by Exact Conditional Tests for Zero Partial Association.

Danish Inst. for Educational Research, Copenhagen.

REPORT NO.- DPI-1984-01; ISBN-87-7416-213-6

PUB DATE- 84

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Correlation; Elementary School Teachers; *Expectancy Tables; Foreign Countries; Graphs; *Hypothesis Testing; *Mathematical Models; Multivariate Analysis; Primary Education; Probability; *Statistical Significance; Statistical Studies; Teacher Burnout

IDENTIFIERS- Conditional Independence; Denmark; Exact Conditional Tests; Log Linear Models; *Multiple Contingency Tables; *Zero Partial Association

The tests for zero partial association in a multiple contingency table have gained new importance with the introduction of graphical models. It is shown how these may be performed as exact conditional tests, using as test criteria either the ordinary likelihood ratio, the standard x squared statistic, or any other appropriate statistics. A strategy is presented for model selection, based exclusively on exact tests for zero partial association, performed initially in the full table and subsequently in appropriate marginal tables. This strategy is applied to a survey on stress in Danish primary school teachers. It illustrates that the usual asymptotic p-values are completely unreliable for large sparse tables. The appendix contains a computer printout of the complete seven-dimensional table analyzed in the article, plus all two-dimensional marginal tables. (Author/GDC)

ED 259 901 SE 045 870

Math for Marines.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-13.34g
PUB DATE- 84
NOTE- 161p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Algebra; *Arithmetic; *Fractions; *Geometric Concepts; *Mathematics Education; Mathematics Instruction; Metric System; Military Personnel; Number Systems; Postsecondary Education; *Problem Solving

This course is designed to review the arithmetic skills used by many Marines in the daily pursuance of their duties. It consists of six study units: (1) number systems and operations; (2) fractions and percents; (3) introduction to algebra; (4) units of measurement (considering both the metric and United States systems); (5) geometric forms; and (6) problem solving. Each unit begins with a general objective and is divided into numbered work units, each presenting one or more specific objectives. Motivation and interest in each topic is developed by use of practical problems, and the presentation of the history and principles underlying each subject. Exercises (with answers) are included throughout the units and the manual concludes with a review lesson designed to better prepare students for the final examination and consisting of questions and an answer sheet to be filled out and returned to the Marine Corps Institute. Supporting information (such as materials needed and forms for lesson submission, grading, and assistance) is also included. (JN)

ED 259 930 SE 045 901

Quivik, Fredric
Major Energy Conservation Retrofits: A Planning Guide for Northern Climates.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-11
PUB DATE- Mar 84
NOTE- 76p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - General (140)
DESCRIPTORS- *Climate Control; *Energy Conservation; *Facility Improvement; Heating; Housing Needs; *Structural Elements (Construction); Technological Advancement; *Technology; Ventilation
IDENTIFIERS- *Appropriate Technology; Insulation; *Retrofitting

Energy-efficient retrofits are suggested as alternatives to conventional weatherization practices in this three-chapter report. Chapter 1 provides information necessary to help readers decide if a major energy retrofit is the right approach to a particular housing situation. Chapter 2 examines various aspects of retrofit designing, considering both interior and exterior features. Chapter 3 compares the various wall, roof, and floor retrofit strategies by cost and insulative value per square foot and also points out problems inherent in techniques for the exterior and interior and for the masonry and the wood frame structure. Appendices contain: (1) a procedure for calculating the cost and insulative value per square foot for a wall section along with over 30 tables that use this procedure to show how costs vary when materials and retrofit techniques are varied in the walls, roofs, and floors; (2) a list of selected Department of Energy Appropriate Technology Small Grants Program awards related to the retrofit of walls; and (3) an annotated list of suggested readings. (ML)

ED 259 960 SO 016 507

Bishop, Donald M., Ed.; McGann, Thomas F., Ed.
World History in Liberal Military Education.
Air Force Academy, Colorado Springs, Colo.
REPORT NO.- USAFA-TR-79-7
PUB DATE- Sep 79
NOTE- 103p.; For related documents, see SO 016 508-509.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; Course Descriptions; Curriculum Problems; *Educational Environment; Educational Objectives; Faculty; Futures (of Society); Global Approach; Higher Education; *History Instruction; Honors Curriculum; Introductory Courses; *Military Schools; Program Descriptions; Program Development; Student Characteristics; Undergraduate Study; *World History
IDENTIFIERS- *Air Force Academy CO; Cadet Corps

The educational environment of the U.S. Air Force Academy is discussed and the Academy's basic world history program is described. The first part of the report focuses on the Academy's educational environment, discussing the core curriculum, history instruction, the cadet, and the history faculty. The report's second part, which comprises over half the publication, deals with the Academy's world history program. The evolution of the program is discussed and the objectives of world history instruction are examined. The structure of the undergraduate survey course in world history entitled "Europe and the World since 1500" is described. The course provides a thematic treatment of the interaction between the major regions of the world since the end of the 15th century, with the rise of Western European civilization and the impact of that civilization on other regions as focus. The world history honors program is described. Areas of concern related to teaching and to the knowledge, skills, and values that the undergraduate course provides are examined. The publication concludes with a discussion of the future of world history and with a commentary concerning the place of world history in a military education. Appended are a course calendar and brief biographical sketches of the report's 12 contributors. (RM)

ED 259 989 SO 016 708

Wijkman, Anders; Timberlake, Lloyd
Natural Disasters: Acts of God or Acts of Man?
Earthscan, Washington, DC.
REPORT NO.- ISBN-0-905347-54-4
PUB DATE- 84
NOTE- 150p.; Photographs may not reproduce.
AVAILABLE FROM- Earthscan, 1717 Massachusetts Ave., N.W., Washington, DC 20036 ($5.50; 10% quantity discount)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Developed Nations; Developing Nations; Earthquakes; Emergency Programs; *Environmental Influences; *Natural Disasters; Physical Environment; *Weather
IDENTIFIERS- Drought; Floods; Man Made World; Tidal Waves; Volcanoes

This eight-chapter publication considers the man-made and natural causes of natural disasters. Following an introduction, Chapter 1 outlines the increase in natural disasters in the past decade and discusses the ratio of disasters from one continent to another. Chapter 2 discusses man-made factors such as deforestation and overused soil in causing drought. The focus is on the effects of drought in the Third World. Chapter 3 outlines the causes of floods and considers the plight of poor people who are generally relegated to the most flood-prone land. Tropical cyclones and winds are treated in Chapter 4, as are the repercussions of these events in areas without adequate communication systems. Effects of earthquakes, tidal waves, and volcanoes are the subjects of Chapters 5 and 6. The pros and cons of relief efforts, originating predominantly in Northern hemisphere countries and directed toward Southern countries is discussed in Chapter 7. The final chapter outlines directions that disaster prevention planning might take. An appendix and list of further readings is provided. (LP)

ED 260 047 SP 026 348

Vickers, R. R., Jr.; Hervig, L. K.

Side Effects of Physical Training in Marine Corps Basic Training: A Replication and Extension. Report No. 84-47.

Naval Health Research Center, San Diego, Calif.

PUB DATE- Oct 84
NOTE- 16p.; For related document, see SP 026 347.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Job Satisfaction; Leadership Qualities; *Military Personnel; *Performance Factors; *Physical Fitness; *Self Esteem
IDENTIFIERS- *Marine Corps

This report presents the results of a study undertaken to test the possibility that pre-existing attitudes could explain the previously reported association between fitness improvement and attitudes and self-confidence. Recruits from four Marine Corps basic training platoons (n=265) provided data for the study. Scores on the standard physical fitness tests showed that one platoon had substantially above average fitness improvement and another substantially below average improvement. A comparison of these two platoons on attitude and self-esteem measures showed that the high improvement platoon had more positive attitudes toward the Marine Corps and higher self-esteem. The attitudes included greater acceptance of the need for authority and discipline, greater identification with the Marine Corps, higher commitment to achieving and maintaining high levels of performance, and greater satisfaction with the Marine Corps. (JD)

ED 260 110 TM 850 432

Chaffee, John

Viewing Reading and Writing as Thinking Processes.

PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Tests; Computer Assisted Testing; Concept Formation; *Critical Thinking; Diagnostic Tests; Higher Education; *Language Processing; Learning Theories; Metacognition; *Problem Solving; *Reading Processes; *Writing Processes
IDENTIFIERS- Educational Testing Service

The premise that using language is a thinking process is central to the computerized diagnostic test being developed by Educational Testing Service (ETS). The test developers are making a significant educational contribution by describing the reciprocal and dynamic relationship between language and thinking. Reading comprehension has been characterized by two general cognitive processes: understanding the structure of a text, and using metacognitive strategies to facilitate understanding of the text. Other cognitive skills involved in reading are concept formation, relating concepts to each other and to a larger framework, problem solving, and critical reflection. Writing also requires skillful use of these same cognitive activities. Successful readers and successful writers are effective precisely because they have developed the thinking abilities which underlie the processes of reading and writing. A project conducted at La Guardia Community College supports the usefulness of ETS's test, which identifies thinking abilities of the reading and writing processes. Courses in reading, writing, and speech have been taught and linked to a critical thinking course. Faculty reaction to this approach has been positive. The results suggest that approaching language as a thinking process is appropriate and effective. (GDC)

ED 260 125 TM 850 452

Lockwood, Robert E.

The Alabama High School Graduation Examination Experience: Technical Concerns.

PUB DATE- Apr 85

NOTE- 41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985). For a related document, see TM 850 451.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Standards; *Cutting Scores; Elementary Secondary Education; *Equated Scores; Evaluation Criteria; Evaluators; *Graduation Requirements; High School Graduates; Item Analysis; Mastery Tests; *Minimum Competency Testing; *Scoring; State Departments of Education; State Programs; *State Standards; Student Certification; Test Construction; Testing Programs; Test Theory

IDENTIFIERS- Alabama; *Alabama High School Graduation Examination

A technical advisory committee assisted the Alabama State Department of Education in establishing passing scores and equating test forms of the Alabama High School Graduation Examination (AHSGE). The committee examined four methods of setting cutting scores: (1) Jensen's theoretical method--probability theory is used to set standards that are independent of both test characteristics and examinee performance; (2) judgmental--a modification of Angoff's method in which judges estimate the percentage of minimally competent examinees who will respond correctly to each item; (3) empirical--Livingston and Zieky's contrasting groups method--the passing score is the one at which half of the students are masters; and (4) empirical--Livingston and Zieky's borderline groups method, in which the average performance of borderline students becomes the passing score. Reading, mathematics, and language test results were analyzed using each of the four approaches. The final recommended passing scores were an average of the standards set with the borderline group approach and Angoff's judgmental method: 79 percent correct in reading, 65 percent in mathematics, and 77 percent in language. The committee also used detailed procedures to pre-equate the AHSGE to assure identical item formats, content, and difficulty among test forms. (GDC)

ED 260 152 UD 024 353

Cotayo, Armando; And Others
Project Get Set, 1983-1984. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Nov 84
NOTE- 21p.
GRANT- G00-830-2142
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Career Counseling; Counseling Services; Economically Disadvantaged; English (Second Language); *Hispanic Americans; Junior High Schools; Language Skills; *Limited English Speaking; *Native Language Instruction; *Program Implementation; *Second Language Instruction; Spanish; Staff Role
IDENTIFIERS- New York (Bronx); *Project GET SET NY

This multi-site project, in its first year of funding, proposed to serve approximately 100 Hispanic students of limited ability in English and Spanish at two junior high schools in economically depressed areas of the Bronx. The project was planned to develop English language skills, to reinforce Spanish language skills, to offer counseling support services, and to provide career guidance information. Students from Theodore Roosevelt High School were to tutor project participants in English reading. Project implementation was delayed for a number of reasons. Nevertheless, the project director was able to identify and establish contact with the new participating sites; review student records to determine student eligibility; advertise and interview condidates for staff positions; hire hourly personnel to develop career awareness curriculum; and identify, review, and purchase textbooks, workbooks, reference books, instructional supplies, and audiovisual materials. For the second year of the project it is recommended that (1) hiring and orienting of staff be expedited; and (2) given the modified project's reduced staff, the most fundamental component, instruction, be given priority. (RDN)

ED 260 166 UD 024 386

Marklund, Sixten
From Assessment of Individual Students to Evaluation of School Systems.
PUB DATE- 17 Dec 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Comparative Analysis; *Educational Assessment; Educational Policy; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Outcomes of Education; *Program Evaluation; School Districts; *School Effectiveness; *Standardized Tests; *Test Use
IDENTIFIERS- *Sweden

Individual standardized test scores in major school subjects can be combined to evaluate school programs and systems. Recently, Sweden experimented with such a practice. Test scores in different subjects (Swedish, English, mathematics) were gathered, units of different size (schools, municipalities, regions) were compared, and inter-school variances, inter-municipality variances, and inter-regional variances were determined. Problems with the use of individual assessment as a foundation for system evaluation include the fact that standardized test use in Sweden is voluntary and teachers, fearing that student results might be used to evaluate them as well as their students, might not use the tests. And if their use is made compulsory it might steer teaching and learning in an undesirable direction. Nevertheless, this method does have its uses. Taking the evaluation process a step further, data from an international evaluation study by the Association for the Evaluation of Educational Achievement showed that the between-school variance was lower in Sweden than in some other comparable countries. "Good" and "bad" student results were as frequent in Sweden as in the other countries, but were not as concentrated in special "good" schools and "bad" schools. (KH)

ED 259 886 SE 045 850

Schultz, Robert F.
Simple Experiments on Magnetism and Electricity...from Edison.
Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 79
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Electric Circuits; *Electricity; Elementary School Science; Intermediate Grades; *Magnets; Science Activities; Science Education; *Science Experiments, Secondary Education; *Secondary School Science

Background information, lists of materials needed and procedures used are provided for 16 simple experiments on electricity and magnetism. These experiments are organized into sections dealing with: (1) Edison's carbon experiments (building a galvanometer, investigating the variable conductivity of carbon, and examining the carbon transmitter principle); (2) a model telephone transmitter (building and testing the transmitter); (3) magnetism (making a magnet and identifyng the poles, making an electromagnet, investigating magnetism and the compass, and making an electromagnet with two coils); (4) Edison's home lighting circuit (investigating series circuits, parallel circuits, and fuses); and (5) Faraday experiments (building an electrophorous, building an electroscope, conducting Faraday's "ice pail experiment," determining if ice conducts electricity, and electroplating a house key). Diagrams illustrating procedures and/or equipment are included when applicable. (JN)

Women as Mathematicians. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 29p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.

AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; *Females; Higher Education; *Mathematicians; *Mathematics Anxiety; Mathematics Education; Mathematics Instruction; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods

IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) module is designed to increase awareness of the fact that, historically, women have contributed to mathematical knowledge and mathematics education, that they continue to do so at the present time, and that these women may serve as important role models. It contains an instructor's text and student materials. The instructor's text provides (1) specific directions for the instructor to follow in guiding lessons and (2) commentary designed to help in building positive mathematics attitudes. The directions tell how to proceed step-by-step, while the commentary articulates a philosophy and provides explanations, attitudinal interventions, and instructional alternatives. This is accomplished with a special "facing pages" format. The right-hand page provides teaching directives, while the left-hand page, "commentary and notes" (or just "notes" when there is no relevant commentary) offers alternative teaching modes and psychological strategical approaches, and space for the instructor's own comments. Also included in the instructor's text are the script for the companion audiotape titled "Interviews with the Past," and a source list of books and articles on women mathematicians. Student materials include a pretest and "Famous Women Mathematicians," brief biographies of 13 female mathematicians. (JN)

ED 260 017 SO 016 857

Vitz, Paul C.; And Others
Equity in Values Education: Do the Values Education Aspects of Public School Curricula Deal Fairly with Diverse Belief Systems? Final Report.
New York Univ., N.Y. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 500p.; Individual sections of report are also available separately as SO 016 858-859 and SO 016 861-862.
GRANT- NIE-G-84-0012
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bias; Controversial Issues (Course Content); Cultural Awareness; Cultural Education; Educational Anthropology; Educational Research; Educational Theories; Elementary Secondary Education; *Equal Education; Family (Sociological Unit); Family Attitudes; Literature Reviews; Models; Moral Development; Moral Values; Public Schools; *Religion; Science Instruction; Social Problems; *Social Studies; Textbook Bias; *Textbook Content; Textbook Evaluation; Textbook Research; *Traditionalism; Values; Values Clarification; *Values Education
IDENTIFIERS- Character Education; Kohlberg (Lawrence)

Intended to examine equity in values education in public school curricula, this comprehensive report is organized into two major sections. Section 1 is empirically oriented and presents evidence describing how religion and traditional values are represented in the nation's public school textbooks. Part 1 of section 1 (by Donald Oppewal) is a review of the already published literature on this topic. Part 2 of section 1 reports on how religion and traditional values are currently portrayed in a large and representative sample of the nation's textbooks. Four appendices, making up approximately half of the report, provide tables showing the 60 social studies books in the sample listed by publisher, grade, and title, followed by general summaries of major sections and emphases for each text. The books analyzed are: social studies, grades 1-6; American history, grades 11 or 12; and basal readers, grades 3 and 6. Section 2 addresses the question of why values should be taught, and if sc, what rationale for teaching values is most defensible. Part 1 of section 2 (by Henrietta Schwartz) argues on the basis of anthropology that values are an inescapable part of any culture or subculture, such as schools. Part 2 of section 2 (by Edward A. Wynne) describes and extensively critiques the two most common rationales in the public schools for teaching values today--values clarification and Kohlberg's model of moral development. This part also presents a newly revived alternative approach to teaching values--an approach explicitly aimed at the development of character. (Author/LH)

ED 260 032 SP 026 207

Hungerman, Ann; Schwertfeger, Jane

Personal Development and Its Relationship to Mastery of Instructional Skills by Students in Elementary, Early Childhood and Special Education Programs.

PUB DATE- 20 Feb 85

NOTE- 51p.; Paper presented at a Conference of the Association of Teacher Educators (Las Vegas, NV, February 18-21, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Anxiety; Higher Education; Individual Development; Learning Processes; Personality Measures; *Personality Traits; *Preservice Teacher Education; Self Esteem; Teacher Effectiveness

The relationship between personal development and mastery of instructional skills in a preservice teacher education program was studied. The sample of 80 students were in elementary, early childhood, and special education programs. Questions posed were: (1) How well do the personal development instruments describe the students? (2) Are there relationships between personal development variables and instructional skill variables? and (3) Which students have extreme ratings of identity and anxiety, and how are these related to their self-ratings on instructional skill variables? The students varied widely on the three personal development variables of identity achievement, state anxiety, and trait anxiety. Personal development variables correlated consistently but moderately with each other, but the only personal development variable to correlate significantly with instructional skill was trait anxiety, and the only instructional skill to appear consistently in this relationship was classroom management. Students with high identity achievement and low anxieties usually began confidently, realized early success, and made great progress. Students with low identity achievement and high anxieties tended to be slow starters, lacking in confidence and the ability to control children, making progress in spurts rather than gradually, and succeeding only toward the end of student teaching. (Author/JD)

ED 260 139 UD 024 241

Liljegren, Thomas

Compulsory School Leavers in 1979 with Home Languages Other than Swedish. Interim Report 2.

National Swedish Board of Education, Stockholm.

PUB DATE- 20 Jul 81

NOTE- 72p.; For related documents, see UD 024 240-243.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Persistence; *Advanced Courses; Bilingual Education; Educational Attainment; Employment; *English (Second Language); *Enrollment; Ethnic Groups; Foreign Countries; *Immigrants; Secondary Education; *Secondary School Mathematics; Swedish; *Work Experience Programs

IDENTIFIERS- Finnish Speaking; *Sweden

The National Swedish Board of Education studied 7,095 pupils (mostly immigrants) with home languages other than Swedish who were in grade 9 of compulsory school in 1978-79. The part of the research reported on here focused on students taking special English or mathematics courses, students taking adjusted courses of studies at workplaces, and both groups' education/work situations a year later. Few differences were found between other home language speakers and Swedish speakers. For example, grade 9 pupils with other home languages took special English or mathematics courses only slightly less extensively than Swedish home language pupils. The greatest differences were found between Swedish home speakers and other home language students with less command of spoken Swedish than the average Swedish pupil. These pupils (13% of ninth graders) took special courses less frequently than others. However, a larger proportion took adjusted courses of studies at the workplace. Amongst both Swedish home speakers and other home language speakers, greater proportions of boys than girls took special and adjusted courses. And Finnish speakers took special courses less often than pupils with other home languages and the corresponding command of Swedish. Finnish speaking boys took technology far more often than other boys, and adjusted courses of studies at the workplace were commoner among Finnish speakers than others. Within the group of other language speakers, large differences existed between different language groups. Eleven appendices include tables showing pupil percentages in various courses by sets of variables, plus the compulstory school follow-up questionnaire used to obrain the data for this report. (KH).

ED 259 946 SE 045 925

Covey, Roxie E.; Carroll, James L.

Effects of Adjunct Pictures on Comprehension of Grade Six Science Texts Under Three Levels of Text Organization.

PUB DATE- Apr 85

NOTE- 32p.; Paper presented at the Annual Meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Reading; *Elementary School Science; Grade 6; Intermediate Grades; *Pictorial Stimuli; *Reading Comprehension; Reading Research; Science Education; Textbook Research; Textbooks; Visual Learning

IDENTIFIERS- *Pictures; Science Education Research

The effect of pictures on reading comprehension under different levels of text organization was investigated. Sixth graders (N=132) read three science passages, presented with or without pictures representing text content. Picture condition was crossed with three levels of text organization. Multiple-choice test scores were analyzed using reading comprehension scores from the California Achievement Test as a covariate. This analysis revealed significant main effects for picture, organization, and text; an expected interaction of picture and organization did not occur. Thus, there was evidence that pictures facilitate comprehension for some science texts, but no evidence to support a hypothesis that pictures would be more helpful for less well organized texts than for better organized texts. (Author/DH)

ED 260 064 SP 026 419

Eisele, Chris

Teaching Dewey: An Historian's View.

PUB DATE- Jun 85
NOTE- 24p.; Revision of a paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Course Content; *Educational Philosophy; Higher Education; *Humanistic Education; Learning Strategies; *Teaching Methods
IDENTIFIERS- *Dewey (John)

The introductory paragraph of this paper briefly summarizes panel presentations by three scholars at The John Dewey Society Meeting (February 28, 1985) on the subject of teaching the philosophy of John Dewey. The approaches of Maxine Greene, Joe L. Green, and Richard Pratte are discussed. Following this, the author discusses several approaches to teaching about John Dewey in a variety of courses. Included with the paper are four syllabi of courses used by Dewey Scholars (Richard Pratte, Peter Carbone, Jonas Soltis, and Joe Burnett) who devote entire courses to teaching Dewey. A bibliography accompanies each syllabus. (JD)

ED 259 902 SE 045 871

Noell, Monica L.
Fundamentals of Digital Logic.
Marine Corps Inst., Washington, DC.
REPORT NO.- MCI-28.6f
PUB DATE- 84

NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Algebra; *Arithmetic; Computer Science; *Electric Circuits; *Electronics; *Logic; Mathematics Education; Postsecondary Education
IDENTIFIERS- *Binary Arithmetic; Boolean Algebra; *Digital Logic

This course is designed to prepare electronics personnel for further training in digital techniques, presenting need to know information that is basic to any maintenance course on digital equipment. It consists of seven study units: (1) binary arithmetic; (2) boolean algebra; (3) logic gates; (4) logic flip-flops; (5) nonlogic circuits; (6) magnetic cores; and (7) logic circuits. Each unit begins with a general objective and is divided into numbered work units, each presenting one or more specific objectives. Exercises and problems (with answers) are included with each unit and the manual concludes with a review lesson designed to help students prepare for the final examination, and containing a written examination to be submitted to the Marine Corps Institute. Supporting information (such as materials needed and forms for lesson submission, grading, and assistance) is also included. Previous knowledge of transistors is recommended before starting the course. (JN)

ED 259 931 SE 045 902

Thomas, Stephen G.; And Others
Solar Greenhouses and Sunspaces: Lessons Learned.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-8
PUB DATE- Jan 84
NOTE- 38p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reference Materials - General (130)
DESCRIPTORS- *Alternative Energy Sources; Climate Control; Energy; *Energy Conservation; *Greenhouses; Heat; *Solar Energy; Structural Elements (Construction); *Technological Advancement; Technology
IDENTIFIERS- *Appropriate Technology; Sunspaces

Solar technology systems are being studied, managed, built and offered as an effective alternative energy option. This publication presents background material for the building and operation of better sunspaces and greenhouses. Recent developments in solar technology are explained and information on solar greenhouse and sunspace is provided (in question and answer format) in these categories: (1) design; (2) construction; (3) management, maintenance, and safety; (4) horticulture; (5) construction workshops; and (6) information sources. Guidance in the identification of common mistakes in design. construction, and operation that affect performance of these solar structures is given. Suggestions to help consumers apply and utilize information on solar technology systems effectively are also included. (ML)

ED 259 975 SO 016 676

Lowy, Louis

Major Issues of Age-Integrated versus Age-Segregated Approaches to Serving the Elderly.

PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Conference of the Northeastern Gerontological Society (5th, Boston, MA, April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Discrimination; Aging (Individuals); Efficiency; *Older Adults; *Services; Social Science Research
IDENTIFIERS- *Age Segregation

Whether or not the aged should be served separately from other age groups is examined. There are two major arguments for age-integrated services: (1) they discourage ageism; and (2) they are more efficient. However, there is hardly any evidence that feelings against the elderly have been reduced because of the existence of age-neutral programs. In addition, there is no empirical evidence that demonstrates that efficiency is related to age-specificity or age-neutrality. Arguments for age-segregated programs include: (1) the elderly prefer and benefit from interaction with elderly peers; (2) special problems of the aged require specialized expertise; and (3) in times of limited resources, the needs of the elderly will be neglected unless specifically targeted. One study of the preferences of senior citizens showed that while age-segregated services are wanted by some older persons, most of the elderly will not be attracted to such programs. What is needed is a system of linkages of age-concentrated programs and services with age-neutral programs and services based on a social policy that is informed by an inclusive view of human needs based on distributive social justice. (RM)

ED 259 990 SO 016 709

Fair, Martha H.; And Others
Title IX for Sex Equity. Trainer Manual.
Colorado State Dept. of Education, Denver.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- CDE-79-1626-1M
PUB DATE- Apr 79
NOTE- 107p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews. For related document, see SO 016 710.
CONTRACT- 300-76-0456
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; Federal Legislation; Females; Guides; Males; Models; Public Schools; School Community Relationship; Sex Differences; *Sex Fairness; Socialization; Training Objectives; Workshops
IDENTIFIERS- *Colorado; *Title IX Education Amendments 1972

This training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. Workshop sessions are designed for administrators, Title IX coordinators, school board members, teachers, counselors, vocational education personnel, physical education and athletics staff, and community group members. The preliminary pages of the manual provide session specifications covering participants, objectives, time required, facilitators, facilities, group size, equipment and supplies, materials needed, and preparation needed, as well as resources available from the Colorado Department of Education, a key to the drawings used in the manual, session agenda, opening comments, and procedure. Following this, four activities are described: (1) "The Sex Equity Quotient (SEQ) Test"; (2) "The School and the Laws"; (3) "Differential Sex-Role Socialization"; and (4) "Vehicles of Sex-Role Socialization." Appendices include an answer sheet for case examples; Title IX of the Education Amendments, a summary of the implementing regulation; and "What Title IX Means and Doesn't Mean for Schools." (IS)

ED 260 003 SO 016 728

Giguere, Madeleine, Ed.
A Franco-American Overview. Volume 4. New England (Part Two).
National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-218-5
PUB DATE- Mar 81
NOTE- 205p.; For the other volumes in this series, see SO 016 725-730.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Acculturation; Achievement; Athletics; Biculturalism; Birth Rate; Colonial History (United States); *Cross Cultural Studies; *Cultural Education; *Cultural Influences; Cultural Pluralism; Culture; Ethnic Groups; Genealogy; Land Settlement; Language Usage; Migration; Social History; Social Studies; Socioeconomic Status; Subcultures; United States History
IDENTIFIERS- *Franco Americans; French Culture; Maine; *New England; Rhode Island; Vermont

Intended to help readers develop an appreciation of the contributions of Franco-Americans to the cultural heritage of the United States, this book, the fourth of six volumes, presents 15 chapters representing many perspectives--from the historical to the sociological--illustrating the thinking and feelings of those in the forefront of Franco-American studies. This volume focuses on Franco-Americans in New England. The following readings are presented: "New England French Culture" (Gerard J. Brault); "Public or Parish: A Study of Differences in Acculturation of Franco-American Schoolchildren" (Peter Woolfson); "An Ethnic Survey of Woonsocket, Rhode Island" (Bessie Bloom Wessel); "Franco-American Efforts on Behalf of the French Language in New England" (Herve Lemaire); "Sports and Franco-Americans in Woonsocket, Rhode Island, 1870-1930" (Richard S. Sorrell); "U. S. Journal--Biddefort, Maine: Ou se trouve la plage?" (Calvin Trillin); "Ethnic Stratification in the Community" (Elin Anderson); "Race, Ethnicity and the Achievement Syndrome" (Bernard C. Rosen); "Living Space and the Advancement of the Generations" (W. Lloyd Warner, J. O. Low, Paul S. Lunt, and Leo Srole); "The Socio-Economic Status of the French-Canadians in the United States" (Leon F. Bouvier); "A Genealogical Approach to the Study of French-Canadian Fertility 1650-1950" (Leon F. Bouvier); "Language Usage in the United States: July, 1975" (U. S. Bureau of the Census); "Social and Economic Profile of French and English Mother-Tongue Persons: Maine, 1970" (Madeleine Giguere); "French-Canadian Settlement in Vermont Prior to the Civil War" (Ralph D. Vicero), and "Sentinelle Affair (1924-1929): Religious and Militant 'Survivance' in Woonsocket, Rhode Island" (Richard S. Sorrell). Appendices providing a map, research notes, and an annotated bibliography conclude the document. (LH)

ED 260 048 SP 026 364

Food Consumption: Households in the Northeast, Spring 1977. Nationwide Food Consumption Survey 1977-78. Report No. H-2.

Department of Agriculture, Washington, D.C.

PUB DATE- Sep 82
NOTE- 566p.; For the report on food consumption, households in the United States, 1977-78, see ED 256 736.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Consumer Economics; *Eating Habits; *Food; *National Norms; *Nutrition

This report presents data for spring 1977 from the household portion of the Nationwide Food Consumption survey in the Northeast conducted by the U.S. Department of Agriculture during April 1977 through March 1978. Statistics are presented on food consumption by consumers with incomes ranging from under $5,000 through $20,000 and over. Information is provided on consumer buying patterns of various food groups, e.g., meats, vegetables, fruits, etc. Patterns of consumption are also recorded according to demographic factors. Food consumption comparisons are presented between the 1965 survey and the 1977 survey. (JD)

ED 260 081 SP 026 550

Clements, Barbara S.; Emmer, Edmund T.
Students' Paths Through Academic Work. R&D Report 6189.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 33p.
CONTRACT- OB-NIE-G-80-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; *Junior High School Students; *Learning Processes; *Performance Factors; Secondary Education; *Student Attitudes; Teaching Methods

This study examined how students perceived and responded to academic task structures in six junior high school classes. Two classes in mathematics, science, and English were observed for six weeks in order to identify how teachers organized and conducted activities and academic work. In each class, samples of student work were examined and student progress was tracked. Also, from five to seven students in each class were interviewed. Results indicated varying degrees of student understanding of the task systems. For the most part, students regarded understanding and good performance as important, rather than just completion of assignments. Variations in participation rates, performance levels, and other responses to academic tasks are described. (Author)

ED 260 096 TM 850 416

Mullis, Ina V. S.
NAEP Perspectives on Literacy: A Preview of 1983-84 Writing Assessment Results, the Young Adult Literacy Assessment and Plans for 1986.
PUB DATE- 3 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Creative Writing; *Educational Assessment; Elementary Secondary Education; *Essay Tests; Evaluation Criteria; Expository Writing; Grade 4; Grade 8; Grade 11; *Literacy; *National Competency Tests; National Surveys; Persuasive Discourse; Research Proposals; *Test Results; *Writing Evaluation; Writing Processes

IDENTIFIERS- *National Assessment of Educational Progress

In 1983-84, the National Assessment of Educational Progress (NAEP) administered a 15-task writing assessment in grades 4, 8, and 11. The tasks involved informative, persuasive, and imaginative writing, and were evaluated at one of four levels of success: unsatisfactory; rudimentary or minimal performance; satisfactory; or detailed and controlled performance. In the informative or explanatory task, one-fourth of the fourth and over half of the eighth and eleventh graders were rated as satisfactory or higher. In another explanatory writing task, over half of the fourth graders were unable to perform the task, but 80-85 percent of the eighth and eleventh graders achieved satisfactory or better results. In a persuasive writing task, four percent of the fourth, 14 percent of the eighth, and 21 percent of the eleventh graders wrote adequately and extensively supported essays. In an imaginative writing exercise about ghosts, 86 percent of the fourth, 91 percent of the eighth, and 95 percent of the eleventh graders achieved satisfactory or better results. Ratings on another imaginative exercise were lower. The 1986 NAEP will include reading, mathematics, science, computers, United States history, and literature. (GDC)

ED 260 153 UD 024 354

Mei, Dolores; And Others
Neglected and Delinquent Pupils Project 1984-1985. Final Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 85
NOTE- 12p.; Table on page 6 is marginally legible. Prepared by the High School Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Neglect; Daily Living Skills; *Delinquent Rehabilitation; Group Homes; High Schools; *Job Skills; *Prevocational Education; Program Effectiveness; *Skill Development
IDENTIFIERS- Neglected and Delinquent Pupils Project NY; New York (New York)

The Neglected and Delinquent Pupils Project provided pre-vocational, vocational and life skills training to 450 students in grades 9-12 who resided in two group homes or a correctional facility for the neglected or delinquent. The curriculum methodology and organization were determined by each institution based on the needs of the students, facilities, and schedule of participants. The objectives of the program stated that participants would achieve 75 percent of their assigned objectives. The results indicated that this objective was met at all sites. Based on the results of the evaluation, the following recommendations are made: (1) increase funds for the purchase of materials; (2) provide some type of inservice training, especially to new teachers; (3) give some consideration to setting minimum literacy levels for program participants or give special assistance to those students with minimal literacy; and (4) develop some type of job placement program that would serve as a follow-up to the educational program's focus on pre-vocational and vocational skills development. (RDN)

ED 260 167 UD 024 388

McPartland, James M.; And Others
Effects of Employer Recruitment Methods, Employer Job Placement Decisions, and School Desegregation on Minority and Female Hiring and Occupational Attainment. Three Reports. Report No. 359.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 193p.; For individual papers, see UD 024 389-391.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; Blacks; *Desegregation Effects; Educational Attainment; Education Work Relationship; Elementary Secondary Education; *Employment Level; Higher Education; High Schools; *Job Placement; *Job Search Methods; Minority Groups; Outcomes of Education; *Racial Bias; Racial Differences; Racial Discrimination; *Recruitment; School Role; Sex Differences
IDENTIFIERS- Project Concern CT

Three separate reports are bound together in this volume. Each examines one area of the transition from school to work in order to identify how elements of the process differ for blacks and women compared to whites and white males, and how these elements might better meet the needs of blacks and women. The three papers, and their authors, are as follows: (1) "A Comparison of the Use of School Placement Services and Other Employment Recruitment Methods for Jobs Filled by Differen Race, Sex, and Education Attainment Groups" (James M. McPartland and Russell L. Dawkins); (2) "How Race Affects Job Placement Decisions: Results of a Vignette Experiment with a National Sample of Employers" (Jomills H. Braddock II, Robert L. Crain, James M. McPartland, and Russell L. Dawkins); and (3) "School Desegregation and Black Occupational Attainments: Results from a Long-term Experiment" (Robert L. Crain and Jack Strauss). (KH)

ED 259 887 SE 045 851

Benrey, Ronald M.
Nuclear Experiments You Can Do...from Edison.
Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 79
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Nuclear Energy; Science Education; *Science Experiments; Science Projects; Secondary Education; *Secondary School Science
IDENTIFIERS- *Radioactivity

This booklet discusses some of the basic facts about nuclear energy and provides eight experiments related to these facts. The experiments (which include lists of materials needed and procedures used) involve: (1) an oil-drop model of a splitting atom; (2) a domino model of a chain reaction; (3) observing radioactivity with an electroscope; (4) observing radioactivity by radiography; (5) observing radioactivity with a cloud chamber; (6) a model nuclear power plant steam turbine; (7) demonstrating how radioactivity can be shielded; and (8) building a Geiger counter (a class project). Information on obtaining inexpensive, low-level radioactive sources used in the experiments is included. (JN)

ED 259 947 SE 045 927

LeFevre, Patricia
Rational Number Learning and Instruction from a Cognitive
  Perspective.
PUB DATE- Oct 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Northeastern
  Educational Research Association (Ellenville, NY, October 25,
  1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Concept Formation; Elementary Education;
  *Elementary School Mathematics; Learning; Mathematics Education;
  *Mathematics Instruction; *Rational Numbers
IDENTIFIERS- *Cognitive Psychology; Error Analysis (Mathematics);
  *Mathematics Education Research

The principles of cognitive psychology as they relate to rational number learning and instruction are discussed. Issues of knowledge acquisition, organization, retrieval and transfer are reviewed as they affect this area of the elementary school curriculum. Specific problems in learning about rational numbers and systematic student errors are described with psychological interpretations offered for them. The various representational models of rational number as partitioned geometric areas, number lines, and discrete sets of objects, used in instruction, are discussed in relation to the difficulty in learning and integrating complex rational number concepts and procedures. One suggestion offered is that teachers point out to students the ways in which each rational number interpretation is different from the others while also showing what attributes they share; otherwise students may not see the commonalities that exist. Procedures and concepts may exist in isolation as encapsulated bits of knowledge which rarely are accessed and soon fade from disuse. (JN)

ED 259 961 SO 016 508

Dixon, Joe C., Ed.; Martin, Neil D., Ed.
World History Teaching Conference (Colorado Springs, Colorado, May 12-14, 1982). Corrected Edition.
Air Force Academy, Colorado Springs, Colo.
REPORT NO.- USAFA-TR-83-11
PUB DATE- 1 Aug 83
NOTE- 106p.; For related documents, see SO 016 507-509. Proceedings of the World History Teaching Conference (Colorado Springs, CO, May 12-14, 1982), co-sponsored by the American Historical Association.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum Design; *Curriculum Development; Curriculum Problems; Educational Change; Educational History; Global Approach; Higher Education; *History Instruction; *Instructional Improvement; *Intellectual Disciplines; Modernization; Secondary Education; Teacher Education; *World History

Proceedings of a conference held to discuss the problems of teaching world history are reported. Eight papers are presented. The first four address the issue of world history as an academic discipline. In "The World History Survey Course" William McNeill argues that major curriculum changes take place in this country only when sound pedagogical reasons for such changes are reinforced by strong administrative reasons. Following this, Howard Mehlinger, in "World History in Secondary Education," addresses problems of teacher training, course purpose, and student acceptance. The third and fourth papers--"World History since Toynbee: The Emergence of Macrohistory" (H. Loring White) and "In Defense of World History" (Alan Wood)--discuss the intellectual origins of world history and explain some of the intellectual hostility toward world history as a field of study. The last four papers deal with how to organize a course in world history. They include: "Approaches to Teaching World History" (Ross Dunn); "Introductory History as Topical Inquiry" (Kevin Reilly); "Modernization as an Organizing Principle for World History" (Cyril E. Black); and "Global History, Modernization, and the World-System Approach: A Critique" (Craig A. Lockard). Included as appendices is the official report on the conference and a report on the founding of the World History Association, both written by Kevin Reilly. (RM)

Brady, Peter J.
Students' Public and Private Evaluations of the Likeability and Effectiveness of Professors.

PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Higher Education; Negative Reinforcement; Positive Reinforcement; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; *Undergraduate Students

Forty undergraduate subjects estimated for most students, and for themselves, the likeability and teaching effectiveness of college professors who were either positive or negative toward students, and either demanding or easy in their courses. "Most students" liked positive professors better than negative, preferred easy professors to demanding ones, saw positive professors as more effective than negative, and positive demanding professors as more effective than positive easy professors. The subjects personally liked positive professors better than negative, positive demanding professors better than positive easy, saw positive professors as more effective than negative and demanding professors as more effective than easy professors. Anonymous student evaluations of instructors were found to be very different from opinions expresses in typical student to student evaluations of faculty. (Author/DWH)

ED 260 126 TM 850 456

Kingston, Neal M.
Assessing Guessing Behavior Using the Three-Parameter Logistic Model.
PUB DATE- 3 Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Analysis of Variance; *College Entrance Examinations; Difficulty Level; Graduate Study; *Guessing (Tests); Higher Education; *Item Analysis; *Latent Trait Theory; Low Achievement; Mathematical Models; Research Design; *Scoring Formulas; Statistical Studies; Test Items; Verbal Tests
IDENTIFIERS- *Birnbaum Models; Correction for Guessing; *Graduate Record Examinations; Three Parameter Model

Birnbaum's three-parameter logistic item response model was used to study guessing behavior of low ability examinees on the Graduate Record Examinations (GRE) General Test, Verbal Measure. GRE scoring procedures had recently changed, from a scoring formula which corrected for guessing, to number-right scoring. The three-parameter theory was used to assess (1) the effect of this scoring change on the probability of a correct response; (2) differences in the probability of correct response for each of the four item types (analogies, antonyms, sentence completion, and reading comprehension); and (3) prediction of guessing according to differences in probabilities of correct response. The LOGIST computer program was used to estimate item, person, and c-parameters. Analysis of variance indicated that differences attributable to scoring instructions were small and not significant. For three of the four item types, the mean c-parameter was 15 to 20 percent lower than what would have occurred from random guessing. For the antonym item type, however, the mean c was equal to the probability expected from random guessing. Although some issues were raised suggesting further research needs, it was concluded that item response c-parameter theory was suitable for studying guessing. (GDC)

ED 259 918 SE 045 889

Metric Measurement. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 68p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.

AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; Females; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Metric System; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods

IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) content module focuses on metric measurement. Topics addressed include decimal structure and prefixes, precision in measurement, reference measures, United States customary and metric systems, volume, area, and conversion. The module consists of: (1) an instructor's text; (2) an instructor's guide and solutions to student exercises; (3) student materials and exercises; and (4) student summary and review. The instructor's text provides specific directions for guiding lessons and commentary on mathematics content and mathematics attitudes. This is accomplished by a "facing pages" format whereby the right-hand page provides step-by-step teaching directives while the left-hand page provides teaching insights, other options of instruction, and psychological or attitudinal strategies, when appropriate. The guide and solutions to exercises gives the instructor approaches to the exercises and solutions to problems. Student materials and exercises provide such items as diagrams, charts, and centimeter-squared paper to be used by students. Exercises include problems that apply the concepts and problem-solving strategies developed in the module; they may be used as part of the instructional activities, as content for small-group activities, as homework assignments, or as review materials. The student summary and review summarizes the content of the module, focusing on formulas, terminology, key concepts, problem-solving strategies, and examples of techniques used. (JN)

ED 260 033 SP 026 222

Kelly, James
Student-Centered Teaching for Increased Participation.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1527-4
PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; *Group Activities; Learning Strategies; Secondary Education; *Student Centered Curriculum; *Student Motivation; Teacher Student Relationship; *Teaching Methods

Part I of this booklet introduces the concept of the student-centered approach to teaching with a description of the salient features of student-centered activities. These features have characteristics that increase student participation: (1) the ability to create; (2) divergent rather than convergent thinking; (3) exercising curiosity and being allowed to act upon it; (4) allowing for a free exchange of ideas; (5) sharing of control; (6) a feeling of success at accomplishing a task; (7) varying resources; (8) helping/working with others; and (9) exploring the affective domain. A model is described that is based on these characteristics and can be used in the classroom with maximum input from both teacher and students. Part II offers outlines for suggested class activities to increase student participation. These include minicourses, current events, vocabulary, role playing, games, a projects fair, and using the community as a resource. (JD)

ED 260 049   SP 026 367

Klein, Stephen P.; And Others
Teacher and Principal Survey Results in the National Preventive Dentistry Demonstration Program.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- Rand-N-1921-RW5
PUB DATE- Jun 84
NOTE- 80p.
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Dentistry; Elementary Education; Health Programs; National Programs; *Preventive Medicine; *Program Attitudes; *Program Implementation; *School Health Services
IDENTIFIERS- *National Preventive Dentistry Demonstration Prog

The National Preventive Dentistry Demonstration Program was conducted to assess the costs and benefits of combinations of school-based preventive dental care procedures. The program involved almost 30,000 elementary school children from 10 sites across the country. Classroom procedures, such as weekly fluoride mouthrinse, were administered or supervised by classroom teachers. Clinic procedures were provided by a team of dental hygienists under the direction of a dentist. This care involved the applications of a plastic-like coating called seelants, cleaning the teeth with a fluoride paste, and providing a fluoride gel treatment. This report describes the results of teacher and principal surveys conducted during the first, second, and fourth year of field activities. The surveys provide information about how the program was implemented as well as teacher and principal attitudes toward the program as a whole and its various components. The survey results also provide information about possible variations among sites in how the program was conducted. (JD)

ED 260 065 SP 026 420

Lapchick, Richard E.
Monitoring Student and Olympic Athletes.
PUB DATE- 27 Jun 85
NOTE- 12p.; Paper presented to the U.S. Olympic Academy (June 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Athletes; Athletics; Higher Education; *Role Models; Scholarships; Secondary Education; Social Attitudes
IDENTIFIERS- Center for the Study of Sport in Society MA; *Professional Sports

This speech discusses the failure to educate America's athletes. The speech covered the extent of the national scandal of the exploitation of athletes as well as the work of Northeastern University's Center for the Study of Sport in Society. The Center is the first university-based program to address the issue of the education of athletes with programs affecting middle school, high school, college and professional athletes. Professional athletes are encouraged to continue their education in preparation for retiring from active competition, and also to counsel youngsters on the importance of obtaining a good education. (Author/JD)

ED 260 140 UD 024 242

Liljegren, Thomas
Compulsory School Leavers in 1979 with Home Languages Other Than Swedish. Interim Report 3.
National Swedish Board of Education, Stockholm.
PUB DATE- 30 Sep 81
NOTE- 89p.; For related oocuments, see UD 024 240-243.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Bilingual Education; Educational Attainment; Employment; Enrollment; Ethnic Groups; Foreign Countries; *Immigrants; Language Enrollment; *Language Fluency; Native Language Instruction; *Occupations; Secondary Education; Student Characteristics; *Swedish; *Unemployment
IDENTIFIERS- Finnish Speaking; *Sweden

The Swedish National Board of Education studied 7,095 youths (mostly immigrants) who left compulsory school in 1979 and who spoke home languages other than Swedish. The part of the study reported on here revealed that no less than 42% of them stated that they always spoke Swedish with at least one parent, while 22% never spoke Swedish with their parents. The study found that among those who did not go on to upper secondary school, unemployment was 14% among those with other home languages and 8% among those whose home language is Swedish. Additionally, those with home languages other than Swedish were unemployed longer, and those who went on to vocational lines of upper secondary school were more likely to drop out during the first year. Although there were few major differences in employment, continued schooling, and occupation between other home language pupils having a good knowledge of Swedish and the average Swedish pupil, the differences between other home language pupils having difficulty with Swedish and all other pupils were quite great: fewer of the former were studying one year after compulsory school, they found employment in different areas, and those in secondary school vocational course lines were more likely to drop out during the first year. Compared to all others, a greater proportion of Finnish speakers were employed one year after compulsory school, and they were more likely to drop out if they did continue. And finally, the unemployment rate of female other home language pupils who left school was higher than that of males, but more females than males reported plans to resume their studies. Appendices include the study questionnaire plus tables of grade 9 pupil data using different sets of variables. (KH)

ED 259 903 SE 045 872

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 11, Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 85
NOTE- 73p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Career Education; Classroom Environment; Cognitive Style; Computer Assisted Instruction; Elementary Secondary Education; Environmental Education; Higher Education; Science Curriculum; *Science Education; *Science Instruction; *Student Attitudes; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques are presented for 11 articles related to instruction, attitudes, and teacher education. The research studies examined: (1) an instructional strategy incorporating process and conceptual knowledge to promote transfer of learning; (2) effects of instruction using a Visual Response System on achievement of male juvenile delinquents; (3) student's general reasoning ability and usefulness of pictures in science textual material; (4) classroom climates (degree of freedom provided by the teacher) and content achievement in college-level science; (5) chemistry students' cognitive preference and patterns of achievement; (6) student perceptions of instructional effectiveness of small group discussion, role-playing activities, and computer-based simulations on student competencies in dealing with classroom transactions; (7) effects of an environmental science education program on inservice teachers' attitudes; (8) a survey of K-12 science educators' attitudes and practices on career education; (9) hierarchical structures of environmental concerns; (10) formal/informal aspects of the supervisor's role and supervision effectiveness; and (11) workshops designed to improve teacher knowledge about energy. (DH)

ED 259 932 SE 045 903

Thomas, Stephen G.
Using the Earth to Heat and Cool Homes.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-6
PUB DATE- Dec 83
NOTE- 25p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - General (140)
DESCRIPTORS- Air Conditioning; *Alternative Energy Sources; Energy; *Energy Conservation; Federal Programs; Heating; *Technological Advancement; Technology; *Temperature; Water Resources
IDENTIFIERS- *Appropriate Technology; *Heat Pumps

The heat collecting capacity of the earth and or the earth's ground waters and surface waters exist as potential energy sources for home heating and cooling. Techniques and devices associated with use of the earth's thermal energy capabilities are presented and evaluated in this four-chapter report. Included in these chapters are: (1) descriptions of available types of earth and water-coupled systems; (2) advantages and drawbacks of earth thermal systems (with evaluative decision-making procedures); (3) descriptions of individual projects on earth and water-coupled systems and heat pumps; and (4) lists of resources, literature, and organizations affiliated with earth and water sources and heat pump technology. Explanatory diagrams are also provided for study and analysis. (ML)

ED 259 976 SO 016 689

Solliday, Michael
Special Report on the Social Sciences. Illinois Secondary School Course Offerings, 1982.
Illinois Association for Supervision and Curriculum Development, Normal.; Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Aug 84
NOTE- 31p.; For the special report on the arts, see SO 016 690.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Descriptions; Curriculum; Educational Change; Educational Research; *Educational Trends; *Enrollment; High Schools; History Instruction; Junior High Schools; *Program Content; Public Schools; *Social Sciences; *Social Studies; State Departments of Education; *State Surveys; Surveys
IDENTIFIERS- *Illinois

Comparison between the results of a 1977 and a 1982 census of secondary school course offerings in Illinois indicated that in high schools the proportion of enrollment in all social studies combined decreased from 1977 to 1982 but the proportion of enrollment in the traditional courses remained relatively stable. Census data were collected from 489 public junior high schools and 719 high schools. The traditional social studies courses of United States and American history, world history, and American government accounted for over half of all the social studies enrollment in high schools. United States history and social studies courses accounted for the majority of enrollment in junior high schools. High schools of 1000 or more enrollment offered an average of twice as many social studies courses as schools with less than 200 enrollment. Almost half of the social studies courses offered in high schools are full year courses. In junior high schools, over 80 percent of the courses are a full year in length. Almost three-fourths of the social studies courses offered in high schools are elective, although some may satisfy a general requirement for credit in social studies. (IS)

ED 260 018 SO 016 858

Oppewal, Donald
Religion in American Textbooks: A Review of the Literature.
New York Univ., N.Y. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 33p.; Section 1, Part 1 of Equity in Values Education: Do the Values Education Aspects of Public School Curricula Deal Fairly with Diverse Belief Systems? Final Report, July 1985 (SO 016 857).
GRANT- NIE-G-84-0012
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Bias; *Controversial Issues (Course Content); Educational Research; Elementary Secondary Education; *Equal Education; Ethnic Bias; Literature Reviews; *Moral Values; Public Schools; *Religion; Science Instruction; Social Studies; Textbook Bias; *Textbook Content; Textbook Evaluation; Textbook Research; Traditionalism; Values; *Values Education

This section, from a larger report describing a project designed to systematically investigate how religious and traditional values are represented in today's public school curricula, presents a review of the literature focusing on studies that have analyzed the treatment of religion and values in elementary and secondary textbooks. This survey is supplemented by an examination of a sampling of literature anthologies used in upper elementary and secondary English classes, health/sex education textbooks, secondary biology texts, elementary social studies texts and textbooks used in civics/government and history classes. Using a table categorizing types of sex and ethnic bias (McCune, Matthews and Gall) and the "Humanist Manifesto" developed by the author, texts were analyzed to determine whether religious and traditional values and beliefs are accorded equitable treatment. Findings indicate that the literature anthologies contain materials which expose students to traditional religious values, with amounts varying from negligible to significant depending upon whether the texts contain writings from earlier periods. The examination of three health/sex education textbooks and four secondary biology texts revealed the consistent taking of sides on controversial issues in the health/sex education texts and a shift from the traditional focus on biological concepts to controversial socio-moral issues in the secondary biology texts. Analysis of social studies texts also revealed an underrepresentation of the role of religious belief and the church in society as well as a misrepresentation or underrepresentation of traditional values. (LH)

ED 260 082 TM 850 163

Barter, Alice K.; And Others
A Comparison of Two Instruments for Evaluating Composition.
PUB DATE- 80
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Entrance Examinations; Comparative Testing; *Essay Tests; Evaluation Criteria; Higher Education; *Interrater Reliability; Mastery Tests; *Rating Scales; Scoring; *Scoring Formulas; Test Manuals; Test Reliability; *Writing Evaluation

A follow-up study of two instruments for evaluating college writing was conducted. The experimental scale (E Scale) was developed in 1976 and revised for this study. The control scale (C Scale) was described in the literature in 1977. Ten English majors graded ten essays from diagnostic entrance exams. Both the E Scale and the C Scale were used, with a six-week interval between evaluations. Analysis of variables such as mean scoring time, number of Pass and Fail papers, relationship of parts of the instruments to each other, frequency of disagreement between ratings, and evaluator's comments after each rating yielded significant results. The graders agreed with their initial assessment 78 percent of the time. The failure rate was higher on the E Scale; most grade changes were from Pass on the C Scale tc Fail on the E Scale. With the E Scale, grading was about three minutes faster, but this difference was not significant. Evaluators preferred to use an instrument in grading rather than to use no instrument. Overall, the results of this follow-up were consistent with the original comparative study. Both scales are appended, as well as graders' comments and a summary of the original study. (Author/GDC)

ED 260 097 TM 850 417

Gustafson, Glenn E.

The Public Evaluation of School Performance: A Multivariate Model of Factors Associated with Positive and Negative Assessments.

PUB DATE- 31 Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Analysis of Variance; Attitude Change; Attitude Measures; *Educational Attitudes; Elementary Secondary Education; Multivariate Analysis; *National Surveys; Path Analysis; *Predictor Variables; Problems; *Public Opinion; *Public Schools; Questionnaires; *School Attitudes; Trend Analysis
IDENTIFIERS- *Gallup Poll; Logit Analysis; Log Linear Models

Data from the Gallup Polls of Public Attitudes Toward Education, administered in 1974, 1977, 1980, and 1983, were re-analyzed using multivariate analysis methods. An attempt was made to determine what segments of the public demonstrated support or non-support for the public schools. Survey responses were available for over 1500 people for each year. The respondents gave letter grades to evaluate the schools, resulting in a grade point average. These grades were analyzed using three statistical methods: (1) analysis of variance; (2) log linear analysis; and (3) path analysis. Finally, a logit analysis was performed to determine the relative strength of the variables that had a direct effect on the grades. The results showed that negative opinions were held by non-public school parents, residents of large cities, young adults under age 30, and people who felt that schools had academic problems. Positive assessments of public schools were held by public school parents, people over the age of 50, and people who felt that schools did not have academic problems. Sex, race, religion, geographic region, and social problems did not affect respondents' ratings. Results also indicated a decline in the rating between the 1974 and 1983 surveys. The questionnaire is appended. (Author/GDC)

ED 260 112 TM 850 435

Syfrett, Evelyn E.
Specific Problems Associated with Implementation of Legislative Mandates Concerning Evaluation of State Compensatory Education in Florida.
PUB DATE- Oct 84
NOTE- 15p.; Paper presented at the Joint Meeting of the Evaluation Research Society and the Evaluation Network (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Achievement Tests; Basic Skills; Comparative Analysis; Compensatory Education; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; *Minimum Competency Testing; Program Effectiveness; *Program Evaluation; *Remedial Programs; State Boards of Education; *State Legislation; State Programs; State School District Relationship; State Standards; Testing Programs
IDENTIFIERS- *Evaluation Problems; Florida Accountability Act 1976; *Florida Compensatory Education Act 1977; Florida State Student Assessment Test

Florida state legislation has mandated the evaluation of its compensatory education programs. The Florida Accountability Act of 1976 called for minimum basic skills testing in grades 3, 5, 8, and 11 (subsequently amended to grade 10). In 1977, the Florida Compensatory Education Act mandated remedial programs for students performing below the appropriate achievement level for their age. Furthermore, only the most effective and cost-effective programs--as indicated by pre- and post-test results of the State Student Achievement Test--should be continued. The Florida Department of Education has had difficulty in fulfilling these mandates because of the differences in each district's programs, testing procedures, and student performance requirements. In fact, five studies conducted between 1978 and 1982 have found that it was not possible to comply with these regulations as written. One study suggested three feasible evaluation models; annual statewide trend analysis; state monitoring of district evaluation designs; and criterion referenced testing. The Department of Education's approach now involves a more stringent program approval process, more data analyses, specifications for test items, and legislative amendments. The Compensatory Education Act of 1977 and the Board of Education Rule about qualifying for funding under this Act are appended. (GDC)

ED 260 154 UD 024 355

Children's Art Carnival Creative Reading Program. ECIA Chapter I, 1983-84. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 84
NOTE- 55p.; For a related document, see ED 142 654. Prepared by the Office of Educational Assessment Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Activities; *Creative Development; Diagnostic Teaching; Elementary Education; *Language Skills; Program Effectiveness; *Reading Achievement; *Reading Improvement; *Reading Programs; Staff Development
IDENTIFIERS- *Childrens Art Carnival NY; New York (New York)

The Children's Art Carnival (C.A.C) is a community arts organization founded in Harlem in 1969. The organization aims to improve the language skills of pupils with low academic achievement through intensive participation in creative arts activities. In 1983-84, the program served 305 second, third, and fourth graders from eight schools in Manhattan and Queens. The major findings of this evaluation were as follows: (1) in 1983-84, for the first time in five years, the reading achievement goal was not achieved; (2) no significant improvements in attendance were found but school attendance rates were high (over 90%); (3) reading and arts instruction were implemented as proposed; (4) psychological and social work services were provided only for students at the Manhattan site, where the services were rated as moderately to very successful; (5) staff members felt that they had received sufficient training for the program; and (6) staff, home school teachers, principals, and parents believed that the program was worthwhile for participating children. The following recommendations were made: develop different measures to guage the program's impact; eliminate the psychological component; establish formal contact between C.A.C. and home school staff to discuss students' progress; and initiate standardized orientation training sessions for all home school teachers. Appended to this evaluation report are a sample vocabulary test given to program participants, as well as staff and parent questionnaires.(Author/RDN)

McPartland, James M.; Dawkins, Russell L.
A Comparison of the Use of School Placement Services and Other Employer Recruitment Methods for Jobs Filled by Different Race, Sex, and Education Attainment Groups.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 100p.; For the complete document, see UD 024 388.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Educational Attainment; *Education Work Relationship; Employment Level; Employment Patterns; High Schools; Job Placement; *Job Search Methods; Job Training; Outcomes of Education; *Racial Differences; *Recruitment; School Role; Secondary Education; *Sex Differences
IDENTIFIERS- Private Sector; Public Sector

Employer recruitment methods and how their use varies by race and sex groups, by public and private sector, by education level, and other variables were studied to develop and examine more realistic theories of education's role in career development processes and to develop practical ways to help students make a successful transition from school to work. The job recruitment activities of employers and the job search activities used by employees (aged 22-25) to fill openings in a nationally representative sample of jobs were examined from a survey of 4,078 employers. Major findings include the following: (1) particular methods are associated with high education level jobs (school placement, professional organizations, private employment agencies, and media ads), while other methods are associated with low education level jobs (use of friends and relatives, public employment services, and unions); (2) high school placement services are infrequently used by employers or graduates to fill or get low education level jobs, but are used occasionally in recruitment for female office jobs; (3) social networks to which whites are attached are more useful for access to higher level jobs than are the social networks to which blacks are attached. Also for blacks, social networks are less useful for finding private sector jobs and some higher paying jobs in desegregated environments; and (4) jobs filled by women make less use of union referrals and more use of direct applications and media ads. (KH)

ED 259 888 SE 045 852

Schultz, Robert F.
Environmental Experiments...from Edison.
Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 79
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Botany; Elementary School Science; *Environmental Education; Intermediate Grades; Photosynthesis; *Physical Environment; *Pollution; *Recycling; Science Education; *Science Experiments; Secondary Education; *Secondary School Science

Background information, lists of materials needed, and procedures are provided for 12 experiments which focus on various aspects of pollution and the environment. Topics considered in the investigations are: (1) solids in the air; (2) effect of air pollution on nylon; (3) measuring lung capacity; (4) an electrical smoke trap; (5) photosynthesis; (6) transpiration; (7) a model water filter; (8) water-holding capacity of soil; (9) which solids decompose in soil; (10) building a can crusher; (11) making new paper from old; and (12) recycling paint solvent at home. (JN)

ED 259 948 SE 045 928

Janvier, Claude
Conceptions and Representations: The Circle as an Example.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Oriented Programs; Computer Software; *Concept Formation; Mathematics Education; Problem Solving; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Circles; *Mathematics Education Research

This paper, which addresses the issue of representation as an internal construct corresponding to an external abstract configuration, attempts to extend A. A. DiSessa's phenomenological primitives to mathematics (particularly to the notion of circle). Various acceptations of the word representation are examined, using the notion of a circle as an example. Primitive conceptions are presented together with two tasks aimed at probing their presence or evolution. Two computer programs (three-ring puzzle and moving-around-the arc) which bring forward the development of primitive conceptions are described as is a small-scale investigation in which the programs were used. Negative results obtained from the investigation are analyzed in view of the intrinsic difficulty of pinning down the elusive mental constructs. The importance of the research project as computers start to be used to enlarge children's universe of experimentation (micro-world) is stressed. (Author/JN)

ED 259 991 SO 016 710

McCune, Shirley, Ed.; Matthews, Martha, Ed.
The Community's Role. Implementing Title IX and Sex Equity. Trainer Manual.
Colorado State Dept. of Education, Denver.
PUB DATE- 80
NOTE- 196p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews. For related document, see SO 016 709.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; Federal Legislation; Females; Guides; Males; Models; Public Schools; *School Community Programs; School Community Relationship; Sex Differences; *Sex Fairness; Socialization; Training Objectives; Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

This training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The manual is especially designed for members of community groups, parents, and other persons not employed by the school system. Materials covered in the opening pages include session specifications, a key to drawings, session agenda, and a session introduction. The eight activities described are: (1) "Influencing Schools for Change: Where Have You Been and Where Are You Going?"; (2) "Schools and the Community: Assessing Your Knowledge Base for Change"; (3) "A Knowledge Base for Achieving Sex Equity in Schools"; (4) "Title IX Monitoring and Enforcement Strategies"; (5) "Influencing Schools for Change" (which involves role playing situations); (6) "Establishing Change Goals and Analyzing Action Alternatives"; (7) "Action Planning and Implementation"; and (8) "Summary and Workshop Evaluation." Appendices cover Title IX of the Education Amendments of 1972, a summary of the implementing regulations; enforcing Title IX: grievance and complaint procedures; influencing schools for change--role play situation analyses; sources of funding--examples of Department of Education funds; and a glossary of terms relating to contracts and grants. (IS)

ED 260 004 SO 016 729

Allain, Mathe, Comp.; Brasseaux, Carl A., Comp.
A Franco-American Overview. Volume 5. Louisiana.

National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-219-3
PUB DATE- Mar 81
NOTE- 245p.; For the other volumes in this series, see SO 016 725-730. Two chapters are presented in French.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Acculturation; Biculturalism; Colonial History (United States); *Cross Cultural Studies; *Cultural Education; *Cultural Influences; Cultural Pluralism; Culture; Ethnic Groups; Governance; Industrialization; Land Settlement; Slavery; Social History; Social Studies; Subcultures; United States History; War
IDENTIFIERS- Acadians; Eighteenth Century; *Franco Americans; French Culture; *Louisiana; Louisiana (New Orleans); Private Enterprise

Intended to help readers develop an appreciation of the contributions of Franco-Americans to the cultural heritage of the United States, this book, the fifth of six volumes, presents 18 chapters representing many perspectives--from the historical to the sociological--illustrating the thinking and feelings of those in the forefront of Franco-American studies. This volume focuses on Franco-Americans in Louisiana. The following readings are presented: "France and the Mississippi Valley: A Resume" (Louise Phelps Kellogg); "France and Louisiana in the Early Eighteenth Century" (Marcel Giraud); "Bienville's First Administration" (Charles Edward O'Neill); "Private Enterprise vs. Mercantilism: The Cadillac-Duclos Affair" (Carl A. Brasseaux); "The Superior Council in Colonial Louisiana" (James D. Hardy, Jr.); "The Development of Industries in Louisiana During the French Regime, 1673-1763" (Nancy M. Miller Surrey); "An Adventurous Voyage to French Colonial Louisiana: The Narrative of Mother Tranchepain, 1727" (Marion Ware); "The Establishment of a Colonist" (Antoine-Simon Le Page Du Pratz); "From African Captivity to American Slavery: The Introduction of Black Laborers to Colonial Louisiana" (Daniel H. Usner, Jr.); "The French and the Natchez Indians in Louisiana: 1700-1731" (Patricia D. Woods); "La Louisiane avant Vaudreuil" ("Louisiana before Vaudreuil," Guy Fregault) "New Orleans under French Rule" (Sarah Searight); "Les problemes d'installation des Acadiens en Louisiane au XVIIIe siecle" ("Settlement Problems of the Acadians in Louisiana in the 18th Century," Jacqueline Voorhies); "The New Orleans Revolution of 1768: A Reappraisal" (Richard Ira Matthews); "Some Eighteenth-Century French Views on Louisiana" (Pierre H. Boulle); "Louisiana as a Factor in French Diplomacy from 1762 to 1800" (Mildred Stahl Fletcher); "The World Aspects of the Louisiana Purchase (William M. Sloane); and "The Transfer" (Pierre-Clement de Laussat). (LH)

ED 260 034 SP 026 223

Bergmann, Sherrel; Rudman, Gerald J.
Decision-Making Skills for Middle School Students.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1528-2
PUB DATE- 85
NOTE- 66p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1528-2; $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Class Activities; Curriculum Design; *Decision Making; *Junior High School Students; Learning Strategies; *Problem Solving; Secondary Education; Self Concept; Values

Early adolescence is a time when students require adult assistance to become accurate and effective decision makers and problem solvers. Because of the fragmented nature of society, the family structure, and the schooling process, schools need to establish a nonthreatening environment in which students can discuss the issues related to growing up. A decision-making course in the middle school can become that program. Results of the first six years of the decision-making course at Elm Place Middle School in Highland Park, Illinois, are described, illustrating a definite positive response on the part of all students. The logistics for designing and implementing such a program in the middle school are discussed. Teaching strategies, projects, and activities are outlined. Sample activities are appended along with sample communications to parents and students. (JD)

ED 260 066 SP 026 427

Seagren, Alan T.; Khamis, Mon
American and Australian Elementary Student Teachers' Perceptions of the Role of College Programs, Student Teaching, and Personal Attributes in Influencing Certain Teaching Competencies.
PUB DATE- May 85

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Higher Education; Individual Characteristics; Preservice Teacher Education; *Program Attitudes; *Program Effectiveness; *Student Teacher Attitudes; *Teacher Education Programs; Teaching Skills
IDENTIFIERS- Australia

The perceptions of 44 Australian and 81 American senior elementary student teachers were compared to determine how their personal attributes, their teacher education programs, and their student teaching experiences influenced their abilities to perform 35 teaching competencies. Comparisons between the two groups revealed that American students had slightly higher perceptions of their abilities to perform competencies relating to personal attributes, catering for individual differences, and knowledge about educational issues. Australian students had significantly higher perceptions of their abilities to perform competencies relating to classroom performance and organization. The reported differences appear to be the result of differences in the nature of the programs, particularly program objectives and content as well as experiences associated with student teaching which were reported to have the highest influence on students' perceptions. The results of this study highlighted the need to examine the content of courses taught in teacher education programs with a view to avoiding the "theoretical rhetoric" and reinforced the importance of the student teaching experience as the most powerful intervention in the teachers' professional preparation. (Authors)

ED 260 127 TM 850 457

Schaeffer, Gary A.; And Others
Assessing the Reliability of Criterion-Referenced Measures Used to Evaluate Health-Education Programs.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at the joint meeting of the Evaluation Network and Evaluation Research Society (San Francisco, CA, October 10-13, 1984). Supported in part by a contract awarded to IOX Assessment Associates, Culver City, CA.
CONTRACT- 200-83-0619
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Criterion Referenced Tests; Cutting Scores; Elementary Secondary Education; Error of Measurement; *Health Education; *Mastery Tests; Mathematical Formulas; Norm Referenced Tests; *Program Evaluation; *Test Reliability; Test Theory

The reliability of criterion referenced tests, which are often used to evaluate health education programs, may be conceptualized in different ways. Classical conceptualizations of test reliability have limited usefulness when applied to health-related criterion referenced tests. When a cutting score is set, test reliability can be represented as the consistency of mastery versus nonmastery classifications; the Kappa index may also be used. When a cutting score is not set, the size of the standard error of measurement of a domain score estimate reflects test reliability. Five simple mathematical formulas that estimate measurement error for criterion referenced tests are presented. Measurement error may be used to compute confidence intervals for domain score estimates and for the cutting score. (Author/GDC)

ED 259 962 SO 016 509

Matusiak, Frederick C., Ed.
World History Workshop (Colorado Springs, Colorado, July 13-15, 1983).
Air Force Academy, Colorado Springs, Colo.
REPORT NO.- USAFA-TR-84-8
PUB DATE- Oct 84
NOTE- 80p.; For related documents, see SO 016 507-508. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Curriculum Development; Educational Objectives; Educational Practices; Higher Education; *History Instruction; Institutional Cooperation; *Instructional Improvement; Modernization; Relevance (Education); Secondary Education; Student Participation; Teaching Methods; *World History

Described is a workshop that brought together world history teachers from the Colorado Springs (Colorado) area and new instructors at the U.S. Air Force Academy to discuss problems in world history instruction. There were six workshop sessions, each including presentations and discussions. This report summarizes both the presentations and the discussions. The session titles and the names of the presenters are: Session 1, "Where Are We: World History Today" (Joe C. Dixon and Kevin Reilly); Session 2, "Looking for Meaning: Varieties of History" (Arnold Schrier); Session 3, "Putting It Together: Course Approaches" (Kevin Reilly); Session 4, "Modernization as a Paradigm: Dead or Alive" (Joe C. Dixon, John Albert, and Robert Roeder); Session 5, "Tools of the Trade: Available Resources" (Marilynn Hitchens and Robert Roeder); and Session 6, "The Ultimate Challenge: Teaching World History" (John M. Thompson). The appendices, which comprise approximately half of the report, contain world history syllabi from the Air Force Academy and the University of Denver, a list of recommended world history textbooks for the secondary grades, and a list of the workshop participants. (RM)

ED 260 050 SP 026 372

Cruickshank, Donald R.
Models for the Preparation of America's Teachers.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Los Angeles. Univ. of Southern California.
REPORT NO.- ISBN-0-87367-430-8
PUB DATE- Jul 84
NOTE- 120p.
AVAILABLE FROM- Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *General Education; Higher Education; *Nontraditional Education; *Preservice Teacher Education; *Program Improvement; *Teacher Education Curriculum; Teaching Methods

Preservice teacher education curriculum and instruction were surveyed to reveal the state of the art, to identify issues and problems, and to submit suggestions for improvement. Part I, "The Teacher Education Curriculum," presents an overview of current practice in the preservice curriculum. It considers both the general and professional education requirements of prospective teachers, notes related problems and issues, and raises questions or makes suggestions for resolving them. Part II, "Alternative Teacher Education Curricula," provides truncated reviews of 22 newer ideas for the preservice curriculum, most of which have received only brief or minimal attention from teacher education practitioners. Part III, "Instruction in Teacher Education," focuses on teaching method and instructional alternatives. The major alternatives highlighted are microteaching, simulations, Reflective Teaching, and use of protocol materials. Part IV, "Summing Up," synthesizes the many suggestions made throughout the book, and might serve as an agenda for improving preservice curriculum and instruction in teacher education. (JD)

ED 260 083 TM 850 168

Norris, Stephen P.; King, Ruth

The Design of a Critical Thinking Test on Appraising Observations. Studies in Critical Thinking, Research Report No. 1.

Memorial Univ., St. John's (Newfoundland). Inst. for Educational Research and Development.
SPONS. AGENCY- Illinois Univ., Urbana. Bureau of Educational Research.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 148p.
GRANT- 418-81-0781
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Tests; *Critical Thinking; Diagnostic Tests; Difficulty Level; Educational Diagnosis; High Schools; Item Analysis; Meta Cognition; *Observation; Observational Learning; Research Methodology; Self Evaluation (Individuals); Student Attitudes; *Test Construction; Test Interpretation; *Test Validity
IDENTIFIERS- Protocol Analysis; *Test on Appraising Observations

This report describes the design of a test of one aspect of critical thinking ability, the ability to correctly appraise observations. Intended for classroom use with senior high school students, the 50 item Test on Appraising Observations is based on a comprehensive set of principles modified from Robert Ennes' conception of good observation appraisal. The test evolved through many versions using methodology developed from the construct validity theory that ability tests are valid to the extent that good thinking leads to good test performance and that poor thinking leads to bad test performance. The methodology involved the systematic collection of thinking about protocols of examinees while they worked through test questions. Data collection and analysis for two experimental test versions are described in detail. Item and test statistics for the final version were collected from four southern Ontario high schools and compared to results of two other critical thinking tests. The appendices contain two versions of the Test on Appraising Observations; the Test on Assessing the Believability of Observation Statements; the Observation Test Interview Model, B; the Instruction Sheet to Cooperating Teachers; and the answer key and principles tested per item. (BS)

ED 259 904 SE 045 875

Mathematics Program Analysis of Grade 6, Stanford Achievement Test, Intermediate Level II. Fall 1984 Administration.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-85-8015
PUB DATE- Jun 85
NOTE- 37p.; For analysis of other grades, see SE 045 869, SE 045 876, and ED 253 434.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Elementary School Mathematics; *Grade 6; Intermediate Grades; *Mathematics Achievement; Mathematics Education; *Program Effectiveness; Testing; *Testing Programs; *Test Results
IDENTIFIERS- *Hawaii

The Stanford Achievement Test (SAT), Intermediate Level II, was administered to 11,077 sixth grade students during fall 1984. This two-section report presents findings of the SAT's three mathematics subtests. These subtests measured competency related to: (1) mathematics concepts (number, notation, operations, and geometry/measurement), (2) computation, and (3) applications (story-problem items involving use of proportions, measurement, cost estimation, fractions, graphs, tables, and map reading). Section I, an overview, discusses the purpose of the test, the background of the test administration, and the approach for program analysis; a general summmary of performance is included. Section II provides an overall analysis and an analysis of each subtest relative to task requirement, student performance in Hawaii compared to national performance, implications, and recommendations. Grade 6 SAT item matches (SAT objective correlated with learner objective or performance expectation) and other supporting documentation are included in appendices. The statewide summary of group stanine results indicates that sixth grade students in Hawaii performed better than the national average norm population with 80 percent scoring in the average and above average ranges. This is 3 percent higher than the national norm of 77 percent. (JN)

ED 259 919 SE 045 890

Demystifying Math. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 48p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896. This module was developed in collaboration with Stanley Kogelman.

AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Attitude Change; Elementary Education; *Elementary School Mathematics; Females; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods

IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) module is designed to establish an atmosphere in the classroom in which students will feel free to share their thoughts, reactions, and experiences related to mathematics and mathematics teachers. It consists of an instructor's text and student materials. The instructor's text provides (1) specific directions for guiding the lessons and (2) commentary designed to help teachers build positive mathematics attitudes. The format is one of "facing pages" whereby the right-hand page provides step-by-step teaching directives and the left-hand page furnishes commentary that articulates a philosophy, provides explanations, and suggests psychological approaches. The "commentary and notes" page also allots space for the instructor's use and when no commentary applies, the entire page is alloted to "notes." Student materials include two sheets for use during instructional sessions--"Twelve Thoughts about Math," and "A Typical Day" as well as reading material ("Twelve Math Myths") for use after sessions. These materials are taken from the book "Mind Over Math" by Stanley Kogelman and Joseph Warren. (JN)

ED 259 933 SE 045 904

Moisture and Home Energy Conservation: How to Detect, Solve and Avoid Related Problems.

National Center for Appropriate Technology, Butte, Mont.

SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-4
PUB DATE- Sep 83
NOTE- 36p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - General (140)
DESCRIPTORS- *Climate Control; Energy; *Energy Conservation; *Facility Improvement; Federal Programs; Humidity; *Technological Advancement; Technology; *Ventilation
IDENTIFIERS- *Appropriate Technology; Insulation

Moisture problems are identified as an important element in home energy conservation programs. A systematic approach to understanding, recognizing, solving, and preventing moisture-related problems is offered in this four-section report. Section I examines the root of moisture problems. Section II discusses symptoms and causes of excess moisture and basic solutions to the problem. Section III considers preventative and correction techniques (including vapor retarders, ventilation, drainage improvement, dehumidification, and insulation). Section IV describes a moisture audit process. Appendices contain moisture tests and tools, suggested readings and references, lists of new products, and selected Department of Energy Appropriate Technology Small Grants Program awards related to moisture. (ML)

ED 259 977 SO 016 690

Holden, Carol

Special Report on the Arts. Illinois Secondary School Course Offerings, 1982.

Illinois Association for Supervision and Curriculum Development, Normal.; Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- Jun 84
NOTE- 41p.; For the special report on the social sciences, see SO 016 689.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Course Descriptions; Curriculum; Educational Change; Educational Research; *Educational Trends; *Enrollment; High Schools; Junior High Schools; *Music Education; *Program Content; Public Schools; State Departments of Education; *State Surveys; Surveys
IDENTIFIERS- *Illinois

Comparison between the results of a 1977 and a 1982 census of secondary school course offerings in Illinois indicated that although the proportion of high schools offering instruction in art and music remained relatively constant, the proportion of enrollment in these subject areas declined by more than two percent. Census data were collected from 489 public junior high schools and 719 public high schools. Music was more likely to be offered in both high schools and junior high schools than art and enrollment in music was significantly greater than in art, at both levels. However, enrollment in both subjects was greater in junior high school than in high school. Courses in art in both junior high schools and high schools were less likely to be full year courses than were music courses. The median number of courses in art and music in high schools ranged from two in the smallest schools to seven in the largest schools. In high schools, female enrollment in music significantly exceeded male enrollment, with the differences being greater in small and rural schools. Appendices include tables on the types of schools surveyed, state board of education policy and goal statement for the arts, tables covering the length of course by subject area, listings of art and music classes offered, number of course offerings by enrollment, and total number of arts enrollments. (IS)

ED 260 019 SO 016 859

Vitz, Paul C.
Religion and Traditional Values in Public School Textbooks: An Empirical Study.
New York Univ., N.Y. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 388p.; Section 1, Part 2 of Equity in Values Education: Do the Values Education Aspects of Public School Curricula Deal Fairly with Diverse Belief Systems? Final Report, July 1985 (SO 016 857).
GRANT- NIE-G-84-0012
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bias; Controversial Issues (Course Content); Educational Research; Elementary Secondary Education; Equal Education; Family (Sociological Unit); Family Attitudes; Moral Values; Public Schools; *Reading Materials; *Religion; Social Problems; *Social Studies; *Textbook Bias; *Textbook Content; Textbook Evaluation; Textbook Research; Traditionalism; *Values Education

This section, from a larger report describing a project designed to systematically investigate how religious and traditional values are represented in today's public school curricula, presents seven studies intended to examine how religion, religious values, and family and family values are presented in the typical textbooks used in the nation's public schools. Studies 1 through 5 deal with how religion and some social and political issues are represented in social studies texts for grades 1-6. Study 6 deals with the same topics as portrayed in high school American history books. Study 7 investigates how religion and certain traditional values are portrayed in the books used to teach reading, in grades 3 and 6. The analyses were based on 60 commonly used social studies texts produced by the following publishers: Allyn and Bacon (1983); D.C. Heath (1982); Holt, Rinehart, & Winston (1983); Laidlaw Brothers (1983); Macmillan (1982-83); McGraw-Hill (1983); Riverside (1982); Scott Foresman (1983); Silver Burdett (1984) and Steck-Vaughn (1983). The books were read and scored by the principal investigator; all results were verified by independent evaluators. The general finding of the studies is that public school textbooks present a biased representation both of religion and of many traditional values. Appendices (80% of report) include: (1) A list of the 60 social studies books listed by publisher, grade, and title; (2) adoptions of textbooks listed by state; (3) a text-by-text, page-by-page analysis of the presentations of religious values in text and in images and family values in text; (4) analysis of the treatment of selected religious topics such as the Pentecostal movement, Martin Luther King, and fundamentalism; and (5) summaries of 670 stories and articles analyzed in study 7. (LH)

Sofer, Sheldon; And Others
Peer Teachers as Mirrors and Monitors: Second Year Evaluation Report.
Detroit Public Schools, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 26p.
CONTRACT- 400-81-0037
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Classroom Observation Techniques; Elementary Education; Elementary School Mathematics; Grade 1; Grade 2; Grade 3; Grade 4; Improvement Programs; *Inservice Teacher Education; *Mathematics Achievement; *Peer Evaluation; *Program Effectiveness; Program Evaluation; Program Implementation; *Reading Achievement; Reading Instruction; Teacher Attendance; Teacher Student Relationship; Time Management; *Time on Task
IDENTIFIERS- California Achievement Tests; Detroit Public Schools MI; *Peer Teachers as Mirrors and Monitors Project; Project Follow Through

Results are presented from the first two years of implementation of Detroit's Peer Teachers as Mirrors and Monitors Project. The data describe reading and mathematics achievement in grades 1-4 at two schools which participated in the project interventions, and one comparison school. Results indicate that: (1) teachers' appropriate use of time significantly increased; (2) teachers' attendance improved at School One and declined at School Two and the comparison site; (3) attendance for the second year was nearly equal at the two project schools, while the number of days absent at the comparison school almost doubled; (4) student on-task behavior remained almost stable over both years, and was higher at School One; (5) student attendance declined slightly at all three schools during the second year; (6) in both reading and mathematics achievement, School One outperformed School Two, which outperformed the comparison school; and (7) the correlation between academic achievement and time on task was reaffirmed during both years. Suggested explanations of the results are included, as well as equivalent national percentile ranks, a description of the curriculum, and criteria for schools' eligibility. (GDC)

ED 260 141 UD 024 243

Liljegren, Thomas; Ullman, Lilian
Compulsory School Leavers in 1979 with Home Languages Other Than Swedish. Interim Report 4.
National Swedish Board of Education, Stockholm.
PUB DATE- 29 Mar 82
NOTE- 64p.; For related documents, see UD 024 240-242.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; Educational Attainment; Enrollment; Foreign Countries; *Immigrants; Language Fluency; *Native Language Instruction; Secondary Education; *Second Language Instruction; *Student Attitudes; *Swedish
IDENTIFIERS- *Sweden

The Swedish National Board of Education studied 7,095 youths (mostly immigrants) who were compulsory school students in 1978-79 (Grade 9) and who spoke a language other than Swedish at home. The part of the study reported on in this document focused on the students' attitudes toward instruction in the home language and toward courses offering supportive Swedish instruction. Major findings included the following: (1) there were great differences regarding participation in home language instruction between groups with different other home languages; for example, while most of the pupils who spoke Danish, Norwegian, Estonian, German, Hungarian, or English at home never attended home language instruction in compulsory school, only a minority of Greek and Turkish speaking pupils did not receive home language instruction; (2) although pupils speaking Swedish and another language at home need more home language instruction than others in order to remain actively bilingual, most of these students were found not to have attended home language instruction in compulsory school; (3) students' attitudes concerning home language instruction varied, but most who had received it were very satisfied; nonetheless, about a third stated that they were not interested in home language instruction; (4) most students surveyed felt they had received sufficient Swedish instruction; generally, findings in the area of supportive Swedish instruction suggested that young immigrants with a good knowledge of Swedish have a better chance of coping with post-compulsory education; and (5) when questioned one year after they left compulsory school, more than a third of non-Swedish speakers felt they had received too little educational and vocational orientation in their home language. Twelve appendices give tables of grade 9 pupil data using different sets of variables, plus the study questionnaire. (KH)

ED 260 155 UD 024 356

Chapter I Developer/Demonstration Program: Learning to Read through the Arts, 1983-84. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 84
NOTE- 28p.; Prepared by the Instructional Support Evaluation Unit. For related documents, see ED 189 238, ED 215 067, ED 219 719, and ED 236 280.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Art Activities; Bilingual Students; Disadvantaged; Elementary Education; Program Effectiveness; *Reading Achievement; *Reading Attitudes; Reading Improvement; *Reading Programs; Special Education; Student Attitudes
IDENTIFIERS- *Learning to Read Through the Arts Program; New York (New York)

Learning to Read Through the Arts offers intensive reading instruction to Chapter I eligible students through the integration of a total reading program with a total arts program. In 1983-84, the program was offered to a total of 625 general education students, 140 bilingual students, and 100 special education students (all in grades 2-6). Reading performance of general education students was measured by the reading subtests of the California Achievement Test. The overall mean gain for the fall-to-spring comparison was 13.1 normal curve equivalents (N.C.E.s); the spring-to-spring gain was 6.7 N.C.E.s. Statistically significant gains were found for each grade level except for grade three on the spring-to-spring comparison. Reading performance of the bilingual and special education students was measured by a criterion-referenced test, the Wisconsin Design Skill Development Test. Eighty-one percent of bilingual students and 87 percent of special education students met or exceeded their mastery criterion. Students' writing performance was assessed by a holistically scored writing sample. All groups demonstrated some improvement in writing performance from pretest to posttest. A pretest-posttest improvement in attitudes toward reading was found among general education students. The following recommendations were made for program improvements: (1) there is a need for staff development sessions to address the lower performance of third-grade general education students; and (2) greater emphasis should be placed upon instruction in language expression skills at all grade levels. (RDN)

ED 260 169 UD 024 390

Braddock, Jomills Henry, II; And Others

How Race Affects Job Placement Decisions: Results of a Vignette Experiment with a National Sample of Employers.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 46p.; For the complete document, see UD 024 388.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; Blacks; Educational Attainment; Education Work Relationship; Employment Practices; *Equal Opportunities (Jobs); Higher Education; *Job Placement; Personnel Directors; *Racial Bias; Racial Differences; *Racial Discrimination; Secondary Education; Sex Differences

The effect of job candidates' race on employers' job placement decisions was examined through an experiment in which white personnel officers were presented with a vignette describing a particular candidate, told that their company had employed that person, and asked what sort of position that person is likely to be hired in. The results suggest that white personnel officers tend to assign black male high school graduates to lower paying positions than those assigned to white male high school graduates. Similar patterns were observed for black female college graduates. However, these patterns of apparent bias in job placement were found to be offset to some degree in firms with strong affirmative action policies. These findings do not indicate whether a particular placement officer's racial bias reflects a personal distaste for blacks ("old fashioned prejudice") or what Lester Thurow has called "statistical discrimination" --using the color of the respondent as a source of information based on actual or putative correlations between race and job-related skills and attitudes. In either case, however, the job applicant is being responded to only as a member of a racial minority group. (KH)

ED 259 889   SE 045 853

Energy Conservation Experiments You Can Do...from Edison.
Thomas Alva Edison Foundation, Southfield, MI.
PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- Thomas Alva Edison Foundation, 21000 West 10 Mile Rd., Southfield, MI 48075 ($.75 each; 3 for $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Conditioning; *Electrical Appliances; Elementary School Science; Energy; *Energy Conservation; *Energy Education; Fuels; *Heating; Intermediate Grades; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Solar Energy

Background information, lists of materials needed, and procedures are provided for 11 energy conservation experiments. They include: (1) five experiments on heating and cooling (investigating how insulation works, investigating how weatherstripping works, investigating how storm windows work, building a draftometer, and letting sun heat a house); (2) two experiments involving hot water (determining if one should take a shower or a bath and investigating how a little drip can mean a big energy waste); (3) three experiments on appliances and lighting (investigating if a clothes dryer wastes energy, helping a refrigerator work efficiently, and investigating energy-efficient lighting in a home); and one solar energy experiment involving a sun-powered hot dog cooker. Also included is information on the sources of coal, oil, and gas, and on how to read electric and gas meters. (JN)

ED 260 128 TM 850 466

Nearine, Robert J.

Cheating--What Can We Do About It?

PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cheating; *Credibility; *Educational Testing; Elementary Secondary Education; Measurement Objectives; Public Opinion; Public Schools; School Districts; Scores; *Testing Problems; *Testing Programs; Test Results; Test Use; Test Wiseness
IDENTIFIERS- *Test Security

Since recent rises in standardized test scores have once again raised the possibility of cheating, there are a number of things which a school district should do to minimize the problem. These involve: (1) informing staff, students, and parents about appropriate and inappropriate test-taking and test-improvement skills; (2) providing staff and student training sessions; (3) reporting test data in a way which will minimize erroneous or harmful inferences; and (4) maintaining a plan to minimize possible testing compromise. (GDC)

ED 259 949 SE 045 930

Shalin, Valerie L.; Bee, Nancy V.

Structural Differences Between Two-Step Word Problems.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- ONR-N00014-82-K-0613
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Mathematics Education; *Problem Solving
IDENTIFIERS- *Mathematics Education Research; *Word Problems (Mathematics)

A logical analysis of word problems provides an hypothesis about the kinds of knowledge that may be necessary for solving multi-step word problems. This hypothesis is that knowledge of the overall pattern of relations in a problem may function in problem-solving apart from knowledge of the particular entities and the local relations in which they participate. This overall pattern or structure determines equivalence classes of problems, problems whose solutions differ in the specific mathematical operations utilized but which are of similar difficulty. To illustrate this analysis, a notation system for one-step word problems is introduced and a description of two-step word problems according to this notation is provided. Experimental results (using third-, fourth-, and fifth-grade students as subjects) are then presented that verify the psychological validity of the analysis, namely, that for all grade levels the problem structure (the overall pattern of relations between the quantities in the problem) has an effect on problem-solving success. Speculation on the representation of problem-solving knowledge that could account for these results is included. (Author/JN)

ED 259 992 SO 016 711

Slater, Shirley; Cibrowski, Lee

What Do You Like about Yourself? Developing A Positive Self-Concept!

Home Economics Education Association, Washington, D.C.
PUB DATE- 82
NOTE- 73p.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Concept Formation; Elementary Secondary Education; Instructional Materials; Learning Activities; Self Actualization; *Self Concept; *Social Studies; Teaching Methods

This publication contains resources and activities that can be used to help elementary and secondary students and adults develop a positive self-concept. There are two major parts. Part I is intended for the teacher. Self-concept development is discussed, and how self-concept is related to teaching and learning is examined. Guidelines for selecting and using self-concept activities are presented. Hints for helping others develop a more positive self-concept are provided. Part I concludes with a list of resources. Part II, which makes up the bulk of the publication, contains the learning activities. Activities are many and varied and involve students in describing themselves, collecting items that will help others to know them better, discussing with a partner what they like about themselves, developing a personal profile, making a collage that represents them and their hobbies and interests, conducting a people scavenger hunt, completing open ended sentences, discussing case studies, role playing, and discussing "what would you do if" situations. Many of the activities can be duplicated and handed out to students. Student and teacher objectives are provided for each activity. (RM)

ED 260 035 SP 026 228

Securro, Samuel, Jr.; Lombardo, Edith
Special Education Concerns for the Regular Classroom Teacher.
West Virginia State Coll., Institute.
PUB DATE- Apr 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Diagnosis; Educational Legislation; Elementary Secondary Education; *Individualized Education Programs; *Mainstreaming; Preservice Teacher Education; *Special Education; Student Placement
IDENTIFIERS- *Education for All Handicapped Children Act

The materials in this monograph are intended to introduce the regular teacher education candidate to those areas of special education significant for facilitating the needs of special learners in regular classroom settings. Seven modules are presented, each developed around a content theme selected to identify the basic information a beginning teacher may need to function in a school environment that is mainstreaming special learners. The module themes are: (1) awareness/understanding of the handicapped; (2) history/litigation of special education in the United States; (3) major requirements of PL 94-142; (4) common identification/screening activities used in detection, diagnosis and placement; (5) placement/individual education program; (6) related services; and (7) Johnny: a case history. References are included for each module. (JD)

ED 260 067 SP 026 438

Sullivan, Suzanne, Comp.
"It's a Hit!": Baseball in American Literature and Culture.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- University Library, California State University, Los Angeles, 5151 University Dr., Los Angeles, CA 90032.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Baseball; Books; North American Culture; *United States Literature

This annotated bibliography lists works by several sports historians and essayists, as well as sociologists and sports journalists who address the question, "Why baseball?", and examine the reasons for our national love of the game, the myths, and the legends. Annotations have been excerpted from summaries and reviews in the "Book Review Digest." Fiction, nonfiction, and short stories are included, as well as books selected from the collection of John Herbold, Head Baseball Coach at California State University, Los Angeles. (JD)

ED 260 113 TM 850 436

Macinnis, Peter, Comp.
Sorts of Report. How High Schools in New South Wales Report on Students' Performance.
New South Wales Dept. of Education, North Sydney (Australia). Examinations and Scholarships Div.
PUB DATE- Mar 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Foreign Countries; High Schools; Profiles; *Records (Forms); *Report Cards; *Student Evaluation
IDENTIFIERS- *Australia (New South Wales)

This booklet is a compilation of school reports and report forms used in secondary schools. The editor has gathered sample forms from various schools in Australia. The prefatory remarks explain norm referenced and criterion referenced reports. Many schools use parent teacher interviews or student profiles as reporting procedures. The profile, which offers descriptive statements about a student, is suggested as the most flexible and informative reporting procedure. This collection provides an extensive reference for school districts interested in improving their reporting systems. The most effective report will present information most useful to employers, parents, and educators at higher levels. A small selection of newspaper articles on school reporting concludes the booklet. (DWH)

ED 259 890 SE 045 854

Reading, Language, Mathematics. 11th Grade--Spring, 1981. Washington Statewide Educational Assessment. State General Report.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Oct 81
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Rating; Educational Assessment; *Grade 11; High Schools; *Language Arts; *Mathematics Achievement; *Reading Achievement; *State Surveys; *Test Results
IDENTIFIERS- *Washington

The Washington State Legislature requires that a sample of public school eleventh grade students be tested at least once every 4 years in the basic skills of reading, language arts and mathematics. A statewide assessment of eleventh grade achievement was made in 1981 using the California Achievement Test Form C. This report describes the procedures and results of the statewide survey. The specific subtest results include the areas of: (1) reading vocabulary; (2) reading comprehension; (3) spelling; (4) language mechanics; (5) language expression; (6) mathematics computation; and (7) mathematics concepts and applications. The appendices contain the mean raw scores and scale scores for each subtest and total battery and the complete item summary report for the assessment. (ML)

ED 259 934 SE 045 905

Anderson, Stephen P.
Wastes to Resources: Appropriate Technologies for Sewage Treatment and Conversion.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-2
PUB DATE- Jul 83
NOTE- 31p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reference Materials - General (130)
DESCRIPTORS- Case Studies; Environmental Standards; Federal Programs; Recycling; *Sanitation; Solid Wastes; *Technological Advancement; Technology; Urban Improvement; *Waste Disposal; *Wastes; Water Quality; *Water Treatment
IDENTIFIERS- *Appropriate Technology; Water Treatment Plants

Appropriate technology options for sewage management systems are explained in this four-chapter report. The use of appropriate technologies is advocated for its health, environmental, and economic benefits. Chapter 1 presents background information on sewage treatment in the United States and the key issues facing municipal sewage managers. Chapter 2 outlines conventional sewage treatment systems and introduces alternative and innovative technologies. Chapter 3 presents case studies of the experiences of five municipal systems, including the technologies involved, costs, project problems and subsequent solutions, and current status. These projects (funded by the Department of Energy's Appropriate Technology Small Grants Program) focused on vermicomposting, anaerobic primary treatment, digester gas recovery and use, electricity from effluent outfall, and an energy audit/conservation plan. Chapter 4 reviews some of the lessons learned and examines future possibilities. Each chapter includes a glossary and abbreviations list, references/sources, and a list of agencies or individuals able to provide further assistance. A list of selected sewage treatment projects from the Department of Energy Appropriate Technology Small Grants Program is included in an appendix. (ML)

ED 259 963 SO 016 590

Tilak, Jandhyala B. G.; Varghese, N. V.
Resources for Education in India. NIEPA Occasional Paper 2.
National Inst. of Educational Planning and Administration, New Delhi (India).
PUB DATE- 83
NOTE- 65p.; Document contains broken print throughout and may not reproduce clearly.
AVAILABLE FROM- National Institute of Educational Planning and Administration 17-B, Sri Aurobindo Marg, New Delhi, India 110016.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Educational Change; *Educational Finance; *Educational Needs; Educational Planning; Educational Practices; *Educational Trends; Elementary Education; Enrollment; *Equal Education; Finance Reform; Financial Problems; Foreign Countries; Resource Allocation
IDENTIFIERS- *India

The primary objective of this study was to analyze the financial implications of achieving the target of universalization of elementary education in India by 1990. The study first examines the general allocation pattern of resources for Indian education. An analysis of the intra-sectoral allocation among different levels of the educational sector shows a consistent trend of shifting the emphasis from elementary education to other educational levels, especially higher education. An analysis of elementary education in terms of enrollment in different states in the country for the past decades shows that if the past trends guide the future the universalization of elementary education will not be reached by 1990. The resources allocated for education have been grossly inadequate. The required growth rates for each state and their financial implications for the 1980's are estimated. Although finances alone will not ensure universalization of elementary education, more money is a necessary condition to achieve the goal. At least seven percent of Gross National Product should be allocated for education by 1989-90 to realize modest targets in education. (RM)

ED 260 005 SO 016 730

Allain, Mathe, Comp.; Brasseaux, Carl A., Comp.
A Franco-American Overview. Volume 6. Louisiana.
National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-220-7
PUB DATE- May 81
NOTE- 226p.; For the other related volumes in this series, see SO 016 725-729.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Biculturalism; Black History; Blacks; Civil War (United States); Colonial History (United States); *Cultural Influences; Cultural Pluralism; Culture; Education; Ethnic Groups; Immigrants; Land Settlement; Peace; Politics; Slavery; Social History; Social Studies; Subcultures; United States History
IDENTIFIERS- Acadians; *Franco Americans; Freedom; French Creole; French Culture; *Louisiana; Louisiana (New Orleans); United States (South)

Intended to help readers develop an appreciation of the contributions of Franco-Americans to the cultural heritage of the United States, this book, the sixth of six volumes, presents 26 chapters representing many perspectives--from the historical to the sociological--illustrating the thinking and feelings of those in the forefront of Franco-American studies. This volume focuses on Franco-Americans in Louisiana. The following readings are presented: "From Subjects to Citizens" (George W. Cable); "Ball Room Brawls" (William C. C. Claiborne); "Peace and Harmony?" (William C. C. Claiborne); "New Orleans in 1838" (Harriet Martineau); "French Immigration and the Battle of New Orleans" (George W. Cable); "Political Reinforcements of Ethnic Dominance in Louisiana, 1812-1845" (Joseph C. Tregle, Jr.); "The Rural French: Acadians, Creole, and Blacks" (W. H. Sparks); "Who are the Creoles?" (George W. Cable); "Alexis de Tocqueville in New Orleans January 1-3, 1832" (G. W. Pierson); "A Louisiana Sugar Plantation" (Charles Gayarre); "Madame Lalaurie: A Contemporary French Account" (L. Souvestre); "The State of Slavery" (Major Amos Stoddard); "The Free Men of Color of Louisiana" (P. F. de Gournay); "The Free People of Color in Louisiana and St. Domingue: A Comparative Portrait of Two Three-Caste Slave Societies" (Laura Foner); "The Free Negro in the New Orleans Economy, 1850-1860" (Robert C. Reinders); "The Free Negro in Ante-Bellum Louisiana" (Annie Lee West Stahl); "Free Blacks, New Orleans, and R. L. Desdunes" (Charles E. O'Neil); "Some Effects of Acadian Settlement on the Pattern of Land Occupance in Lafayette Parish" (Lyle Givens Williams); "The Forbidding Atchatalaya Basin" (Louise Callan); "The Battle of Bayou Queue-Tortue" (Alexandre Barde); "Rebels without a Cause" and "Secession from the Confederacy?" (two contemporary news items); "Ozeme Carriere and the St. Landry Jayhawkers, 1863-1865" (Carl A. Brasseaux); "Prince Camille de Polignac and the American Civil War, 1863-1865" (Roy O. Hatton); "The Battle of Bull Run" (P. G. T. Beauregard); and "The Battle of Pleasant Hill" (Sarah A. Dorsey). (LH)

ED 260 051 SP 026 373

Sparzo, Frank J.
Changing Behavior: A Practical Guide for Teachers and Parents. Fastback 221.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-221-6
PUB DATE- 85
NOTE- 52p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, 8th St. & Union Ave., Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; *Behavior Modification; *Behavior Problems; Change Strategies; Elementary Secondary Education; *Negative Reinforcement; *Positive Reinforcement; Student Behavior

This booklet is about changing human behavior in everyday settings in the school and home. The approach to human behavior outlined is called "behavior analysis," which is based on that approach to psychology called the exerimental analysis of behavior. The ABC model of behavior is explained. In this model, the A refers to the "antecedent" that occasions or cues the behavior, B refers to the "behavior" itself, and C refers to a "consequent" event that increases the likelihood of the behavior occurring again. An outline is presented of a general plan for changing behavior. Illustrating how the plan works in practice, behavior analysis principles are applied to three cases: a child who acts aggressively (a behavioral excess), a student said to be unmotivated (a behavioral deficit), and an unruly class (a group management problem). (JD)

ED 259 920 SE 045 891

Patterns. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.
City Univ. of New York, Flushing, N.Y. Queens Coll.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 113p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.
AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; Females; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Patterns (Mathematics); *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) content module focuses on patterns. It consists of: (1) an instructor's text; (2) an instructor's guide and solutions to student exercises; (3) student materials and exercises; and (4) student summary and review. The instructor's text provides specific directions for guiding lessons and commentary on mathematics content and mathematics attitudes. This is accomplished by a "facing pages" format whereby the right-hand page provides step-by-step teaching directives while the left-hand page provides teaching insights, other options of instruction, and psychological or attitudinal strategies, when appropriate. The instructor's text also contains content objectives, specified to indicate the scope and structure of the module, and student evaluation materials. The instructor's guide and solutions to exercises recommends teaching approaches to the materials and provides answers to problems. diagrams, charts, and centimeter-squared paper to be used by students. Exercises include problems that apply the concepts and problem-solving strategies developed in the module; they may be used as part of the instructional activities, as content for small-group activities, as homework assignments, or as review materials. The student summary and review summarizes the content of the module, focusing on formulas, terminology, key concepts, problem-solving strategies, and examples of techniques used. (JN)

ED 260 036   SP 026 242

Experimental, Developmental and Demonstration Programs, Projects and Activities. Information & Dissemination Series 19.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-84-6073
PUB DATE- May 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Bilingual Education; Computer Literacy; *Curriculum Development; *Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Multicultural Education
IDENTIFIERS- Hawaii

The first part of this document contains descriptions of some of the curriculum development projects initiated by the Department of Education in Hawaii in 1983-84. Included are projects in computer applications and literacy, curriculum for intermediate students, international education, and development of instructional materials for international and bilingual education. In the second section, locally validated programs on energy education and oral history activity are described. The third section describes the adult education projects in Hawaii during 1983-84. The last two sections contain descriptions of the continuing adult education projects. Each project description includes: (1) a statement of its objectives; (2) the needs which resulted in a decision to initiate the project; (3) the products anticipated upon its completion; (4) the products anticipated by the end of the 1983-84 school year; (5) the major activities expected during the life of the project; (6) the number and types of schools, teachers, and students involved during the school year; (7) the types of evaluation to be conducted; and (8) the contact persons for additional information. (JD)

ED 260 068 SP 026 440

Gersten, Russell; Guskey, Thomas R.
Transforming Teacher Reluctance to Teacher Commitment.

PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Change Strategies; Elementary Secondary Education; Inservice Teacher Education; *Instructional Innovation; *Program Implementation; *Teacher Attitudes; Teacher Motivation; *Teaching Methods

Many contemporary inservice programs set out initially to change teachers' attitudes or gain some sense of commitment from teachers prior to the implementation of a new program. However, some research studies suggest that such efforts, in and of themselves, are unlikely to bring about any real change. Serious commitment is likely to occur only after teachers have had an opportunity to use the new program or innovation and have seen that it really assists them in teaching their students. Since serious teacher commitments rarely occur prior to the implementation of a new program, it is critically important to find alternative ways of encouraging teachers to engage in the new practice. Training by a person judged by the teachers to be credible is essential, and teachers must be provided with information that is useful and applicable to their daily experiences in the classroom, not theoretical overviews. In a study of Direct Instruction (a highly structured, basic skills approach) teachers' attitudes began to change when they saw positive evidence that this method improved the academic achievement of their students. In Mastery Learning programs, teachers' attitudes changed when they saw improvement in students' performances on weekly tests, and greater student involvement during class sessions. These changes did not occur quickly but evolved over a period of time. (JD)

ED 260 084 TM 850 278

Travis Unified School District Priority Survey. Summary Report.
Frantz (J.D.) Research, Sacramento, CA.
SPONS. AGENCY- Travis Unified School District, Travis Air Force Base, CA.
PUB DATE- May 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Ancillary School Services; Attitude Measures; Curriculum Evaluation; Educational Planning; Elementary Secondary Education; Extracurricular Activities; High School Students; *Needs Assessment; *Parent Attitudes; *Program Attitudes; Relevance (Education); School Districts; School Maintenance; School Personnel; School Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Travis Unified School District CA

The priority survey was commissioned in response to a need to set priorities with respect to possible program increases or decreases. Survey responses were received from 1,669 persons: parents with children in the public school district; high school juniors and seniors; and school district staff. Rankings and values were assigned for five types of school programs: elementary school programs; junior and senior high school programs; noninstructional programs; student activities; and student support services. Specific subject curricula were rankes, as were other specific noninstructional programs and services such as remedial mathematics, counseling, and school newspapers. Data were also analyzed according to the individual schools represented. The summary reports consist primarily of data tables. A copy of the survey is also included. (GDC)

ED 260 099 TM 850 419

Benzley, Janet; And Others
Peer Evaluation: An Interview Study of Teachers Evaluating Teachers.
PUB DATE- 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Elementary Secondary Education; Interviews; Participant Satisfaction; *Peer Evaluation; Program Effectiveness; *Teacher Attitudes; Teacher Dismissal; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teachers
IDENTIFIERS- *Performance Assistance Program; *Salt Lake City School District UT

The Salt Lake City School District (SLCSD) teacher evaluation system, which includes peer review and assistance for deficient teachers, was instituted in 1975. The Performance Assistance program provides for strong, experienced teachers (peer reviewers) to work with teachers identified by their principals as deficient. This study addresses the experiences of peer reviewers who participated in the SLCSD review process. Teacher interviews were used to investigate the functioning of a district-wide peer evaluation system used for summative evaluation and possible teacher dismissal. Peer evaluators were questioned about the personal dimensions of being a reviewer and the impact of the peer review process on professional relationships. Major findings of the study were a high level of acceptance of the peer review process, the high perceived positive professional benefits resulting from serving as a peer evaluator and the logistical problems involved in frequent absences from the peer evaluator's own classroom. The 25 interview questions are appended. (Author/DWH)

ED 260 129 TM 850 471

Baranowski, Tom; And Others

Comparative Reliability of Two Measures of Family Functioning. Draft.

PUB DATE- 25 Mar 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Blacks; Children; Comparative Testing; Elementary Education; *Ethnic Status; Factor Analysis; *Family Characteristics; *Family Life; Mexican Americans; Psychometrics; Sex Differences; *Sociometric Techniques; *Test Reliability; Whites
IDENTIFIERS- *Family Adaptability Cohesion Evaluation Scales; *Family Environment Scale

The test reliability of two tests of family functioning--the Family Environment Scale (FES) and the Family Adaptability and Cohesion Evaluation Scales (FACES-II)--was studied in 111 Anglo American, Black American, and Mexican American Families. The sample included children in grades three to six, as well as adults. The FES was administered to the adults twice, with a one-week interval. FACES-II was administered to the children twice, separated by a week. Item analyses, internal consistency and test-retest reliability coefficients, and factor analyses were conducted. Results indicated that the cohesion, conflict, and active-recreation scales of the FES had more acceptable psychometric characteristics than the FACES-II. The test-retest reliability results were higher than the internal consistency coefficients, indicating that the measures detected reliable variance, but these were not sensitively reflected in the preidentified scales. Both internal consistency and test-retest reliability coefficients varied by ethnic group, with the highest reliability among Anglo respondents. It was concluded that investigators interested in the cohesion, conflict, or active-recreational dimensions of family functioning in minority group populations should use Moos' and Moos' Family Environment Scales. (GDC)

ED 260 142 UD 024 251

Reuter, Lutz-Rainer
Education and Cultural Transition: The Case of Immigrant Youth. Labour Migration and the Role of Education.
PUB DATE- Mar 83
NOTE- 23p.; Sponsored by Hadassah (USA) and Youth Aliyah--The Jewish Agency (Israel).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acculturation; Adult Education; Bilingual Education; Economic Factors; Educational Needs; Educational Policy; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Government Role; *Immigrants; Migrant Problems; Migrant Workers; *Public Policy; Role of Education; *Social Integration
IDENTIFIERS- Europe (West); *Guest Workers; Immigration Law; *West Germany

West Germany represents a typical case of how most West European countries have dealt with labor migration, common since World War II. West Germany's foreign workers are called "Gastarbeiter" (guestworkers), which implies that they are in Germany at the behest of the Germans, and for only a short period of time. Nonetheless, statistics show that the number of foreign workers is less than the number of foreign residents. This indicates that social immigration is occurring more often than simple transitory labor migration, that West Germany has indeed become an immigration country. Furthermore, the migrant population is apparently undergoing a process of normalization (i.e., the wage earner's separation from his family and the male/female imbalance in the foreign population are being eliminated). This makes necessary an immigration policy that addresses the needs of the new immigrants for social integration, higher social status, and, especially, improved employment prospects. Because the Gastarbeiter are concentrated in positions requiring less education, they are the most vulnerable to job loss and discrimination in personnel policy. Existing systems for educating immigrants include bilingual programs (allegedly, to give the chance of return to the origin country), but these actually help to hold immigrants at the lowest social step. The immigrants and their children must be given the linguistic and cultural means of integration that will, in turn, improve their employment prospects. (The paper concludes with a list of recommendations for migration policy and intercultural education; nine statistical tables are appended.) (KH)

ED 259 905 SE 045 876

Mathematics Program Analysis of Grade 8 Stanford Achievement Test, Advanced. Fall 1984 Administration.

Hawaii State Dept. of Education Honolulu. Office of Instructional Services.

REPORT NO.- RS-85-8016
PUB DATE- Jun 85
NOTE- 33p.; For analysis of other grades, see SE 045 869, SE 045 875, and ED 253 434.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Program Effectiveness; *Secondary School Mathematics; Testing; *Testing Programs; *Test Results
IDENTIFIERS- *Hawaii

The Stanford Achievement Test (SAT) was administered to 11,114 eighth grade students during fall 1984. This two-section report presents findings of the SAT's three mathematics subtests. These subtests measured achievement relative to mathematics concepts (number, notation, operations, and geometry and measurement), computation, and applications (story-problem items involving cost sharing, selection of an appropriate solution sentence, converting units, computation of measures, reading and interpreting graphs and charts, and others). Section I, an overview, discusses the purpose of the test, the background of the test administration, and the approach for program analysis; a general summmary of performance is included. Section II provides an overall analysis and an analysis of each subtest relative to task requirement, student performance in Hawaii compared to national performance, implications, and recommendations. Supporting documentation (including SAT objectives correlated with learner objective or performance expectation) is included in appendices. The statewide summary of group stanine results indicates that eighth grade students in Hawaii performed slightly better than the national norm population with 78 percent scoring in the average and above average ranges. This is 1 percent higher than the national norm of 77 percent. (JN)

ED 259 950 SE 045 931

Schoenfeld, Alan H.
Students' Beliefs About Mathematics and Their Effects on Mathematical Performance: A Questionnaire Analysis.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; English; Geometry; *Mathematics Achievement; Mathematics Education; *Performance Factors; Secondary Education; *Secondary School Mathematics; Social Studies; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research

A questionnaire with 70 closed and 10 open questions was administered to 230 students enrolled in grades 9 through 12, the majority of whom were enrolled in Math 10 geometry courses. Aspects of the questionnaire dealt with: (1) attributions of success or failure; (2) students' comparative perceptions of mathematics, English, and social studies; (3) the nature of mathematics as a discipline; and (4) mathematics attitude. The results paint a disturbing picture of students' perceptions of mathematics as a whole. The data (which are tied closely to a series of empirical studies) suggest the resolution of contradictory patterns of data in other attitude surveys, where students simultaneously claim that mathematics is mostly memorizing but also that mathematics is a creative and useful discipline in which they learn to think. (Author/JN)

ED 259 978 SO 016 692

Higgins, Rebecca J.
The Value of High School Art beyond Skills Acquisition.
PUB DATE- Apr 85
NOTE- 50p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Art Education; *Curriculum Design; Educational Needs; Educational Objectives; Educational Philosophy; *Educational Policy; Educational Research; High Schools; Intellectual History; Literature Reviews; Skill Development; Student Attitudes

Art education is a subject which is both misunderstood and undervalued in high schools. The purpose of this literature review of materials about art education was to prove that art education goes beyond mere skills acquisition and is a cognitive course of study. The annotated bibliography provided in the paper is divided into four areas. The first group of annotations deals with the history and current status of art education. The second group explores the new strategies and philosophies which are bringing art education into the realm of academic subjects. The third group further emphasizes the need for art education as a required subject in the general curriculum. The fourth group deals with the tasks that art educators must accomplish and communicate in order to convince people of the need for a more prominent place for art in the curriculum. While the literature reviewed included misperceptions about the nature of art education and stereotypes about the type of students for whom art education would be beneficial, the literature also indicated that art is a cognitive course of study aiding in the development of perception, decision making, skills formation, and creative skills. However, in order for it to be integrated into the curriculum, the manner in which art is taught must be restructured and reevaluated. Only then can art become an integral and valued part of the general curriculum. (IS)

ED 259 993 SO 016 712

Ruckstuhl, Mary; Hulme, Marylin A., Ed.

Family Life Education. Resource Units for Seventh and Eighth Grades.

Rutgers, The State Univ., New Brunswick, NJ. Consortium for Educational Equity.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 127p.
AVAILABLE FROM- Consortium for Education Equity, Rutgers University, Kilmer Campus 4090, New Brunswick, New Jersey 08903 ($10.00; 10% quantity discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); Course Content; Curriculum Design; *Family Life Education; Females; Grade 7; Grade 8; Males; Secondary Education; Sex Differences; *Sex Education; Sex Fairness; Sex Stereotypes; Sexuality; *Teaching Guides; Values; Values Clarification; *Values Education

Designed for teachers and school districts wishing to include family life education in the curriculum, this teaching guide presents a program for seventh and eighth graders which includes material on biological development, emotional issues, values, and sex fairness. The guide begins with an introduction dealing with the need for such programs, the general concepts covered, and the subject matter concepts to be included. A course outline, behavioral objectives, and suggested learning activities are provided for the physical, mental, social, and philosophical areas of the course. Extensive appendices include the following: forced choice strategy, fish bowl techniques, a brainstorming technique and free association wheel, Maslow's hierarchy of needs, a household survey, femininity and masculinity inventory, "Anything You Can Do--I Can Do" exercise, values clarification ideas, a force-field analysis, family activities, "Our Parents' Sex-Role Commandments" exercise, a decision-making process, choosing one's beliefs and behaviors, a group art project, "What Vehicle Am I?" exercise, "Maslow's 15 characteristics of the self-actualized person, a "How Do I Rate?" scale, a word search sample, a dilemma strategy, acting out and expressing emotions exercises, a voting exercise, an "About Me" sentence exercise, a dating customs survey, rules of the game, tips for role playing, discussion questions for socio-drama, and a community building exercise. Also included are a bibliography, a listing of audiovisual materials, and a discussion of student evaluation. (IS)

ED 260 020 SO 016 861

Schwartz, Henrietta; Wynne, Edward A.
Transmitting Values to the Young: A Cross-Cultural Perspective.
New York Univ., N.Y. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 20p.; Section 2, Part 1 of Equity in Values Education: Do the Values Education Aspects of Public School Curricula Deal Fairly with Diverse Belief Systems? Final Report, July 1985 (SO 016 857).
GRANT- NIE-G-84-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; Cultural Education; *Educational Anthropology; Elementary Secondary Education; Equal Education; Moral Values; Public Schools; *Religion; Social History; Social Studies; Traditionalism; *Values Education

This section, from a larger report describing a project designed to systematically investigate how religious and traditional values are represented in today's public school curricula, addresses the question of why values should be taught, and if so, what rationale for teaching values is most defensible. Education systems have conducted enculturation through thousands of years of history and pre-history. On the basis of anthropology it is argued that values are an inescapable part of any culture or subculture, including schools. To fulfill the socialization functions, schools must transmit the cultural heritage, the technology and the skills and tools necessary for survival, the norms of the mainstream culture, the awareness of other cultures, and the cognitive and affective expertise needed to analyze, synthesize, and appreciate other value systems and cultures. Eight universals common to all cultures (a value system stressing preservation of society, a sense of community, social organization, body of knowledge and skills, economic system, form of governance, aesthetic system, and a socialization process) are discussed and ways that schools can actively enlist the support and engagement of parents to help meet the challenge of managing values transmission in schools are examined. (LH)

ED 260 114 TM 850 433

Hedl, John J., Jr.; Bartlett, James
Test Anxiety and Effort-Toward-Comprehension in Sentence Memory.
PUB DATE- 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Cognitive Processes; Cues; *Encoding (Psychology); Higher Education; Imagery; *Long Term Memory; Performance Factors; *Reading Comprehension; Recall (Psychology); *Sentences; Statistical Analysis; *Test Anxiety; Undergraduate Students
IDENTIFIERS- *Effort; *State Trait Anxiety Theory; Test Anxiety Inventory (Spielberger); Worry

Using an effort toward comprehension paradigm developed by P. M. Auble, J. J. Franks, and S. A. Soraci, Jr. (1979), the worry component of state test anxiety was related to long-term memory for sentence encoding conditions that involved comprehension, but low effort (embedded-cue) and comprehension-high effort (post-cue). A noncomprehension control condition (no cue) was also included. Data from 84 female undergraduates in six experimental conditions were analyzed. The results indicated that worried students performed more poorly, but that effortful comprehension produced the same pattern of beneficial recall effects for both low and high worry students. Apparently, cognitive effort involved with sentence comprehension led to superior performance in both free recall and cued recall, independent of worry. (Author/DWH)

ED 260 156 UD 024 357

Archaeology and African Cultures: A Teacher Enrichment Program, 1983-84. Division of Curriculum and Instruction, Gifted and Talented Unit. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *African Culture; *Archaeology; Cultural Awareness; *Cultural Enrichment; Educational Cooperation; Elementary Education; Enrichment Activities; Gifted; Inservice Teacher Education; Junior High Schools; Material Development; *Museums; Program Effectiveness; *Special Education Teachers; *Teacher Improvement
IDENTIFIERS- *Archaeology and African Cultures Program NY; New York (New York)

The Archaeology and African Cultures program was a collaborative effort among the New York City Public Schools' Division of Curriculum and Instruction and four New York City museums. The program was designed to provide teachers of the gifted and talented with a rigourous series of seminars in the field of archaeology as well as on each museum's resources and archaeology's role in changing perceptions of African cultures and civilizations. Program objectives were to (1) provide teachers with in-depth knowledge of archaeology and African cultures; (2) encourage teachers to implement related classroom activities; (3) improve teachers' ability to teach gifted and talented students; and (4) facilitate the development of a teachers' guide to museums' archaeological resources. Thirty-two teachers attended four two-hour seminars at each museum. The program provided enrichment experiences for 32 teachers who taught lessons and offered classroom activities based on their workshop sessions. Seventy-five percent of the teachers passed the final examination. The program was not re-funded for the 1984-85 school year. Appended to this evaluation report are lists of participating schools and museum staff, a program schedule, evaluation instruments, and teacher surveys. (RDN)

ED 260 170 UD 024 391

Crain, Robert L.; Strauss, Jack

School Desegregation and Black Occupational Attainments: Results from a Long-Term Experiment.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 43p.; For complete document, see UD 024 388.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Desegregation Effects; Elementary Secondary Education; *Employment Level; Minority Groups; Outcomes of Education; *School Desegregation; Sex Differences; Social Integration
IDENTIFIERS- Connecticut (Hartford); Project Concern CT

The effects of attending desegregated schools on the occupational attainment of blacks were examined through a 1983 follow-up study of students who began desegregated schooling in early elementary school in 1966 as part of a randomized experiment (Project Concern, Hartford, Connecticut) and of students in a control group. The students were nearly all non-Hispanic American blacks, and a few were of Puerto Rican or West Indian ancestry. The main finding was that the desegregated black students obtained different types of employment than did the students in the control group. The desegregated students are now working in occupations which are less commonly held by blacks: for instance, men are salesmen rather than postmen, while women are secretaries rather than nurses' aides. In general, those who experienced desegregated schooling are more likely to be working in white collar and professional jobs in the private sector, while those from segregated schools are more likely to be working in government and in blue-collar jobs. (KH)

ED 259 891 SE 045 855

Reading, Spelling, Language Arts, Mathematics. 4th Grade--Fall 1983. Washington Statewide Educational Assessment. State General Report and District Level Summaries.

Washington Office of the State Superintendent of Public Instruction, Olympia.

REPORT NO.- ES-001-84
PUB DATE- Feb 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Rating; Educational Assessment; *Grade 4; Intermediate Grades; *Language Arts; *Mathematics Achievement; *Reading Achievement; Spelling; *State Surveys; *Test Results
IDENTIFIERS- *Washington

The 1983 annual report of Washington's statewide test of fourth grade basic skills achievement is presented in this document. Both state level and district-by-district results are reviewed. The first section of this report presents the overall results for the 48,000 fourth grade students who were administered the basic battery of the California Achievement Test (CAT) in October 1983. The results for selected special student subpopulations are also reported. The second section provides summaries of the test findings for each district in Washington and categorizes the results by number of students tested. Student achievement analysis includes: (1) subtest results (reading, vocabulary, reading comprehension); (2) content domain items (literal comprehension, interpretive comprehension); and (3) category objective results (recall of facts, inferred meaning). The state testing program measures achievement in reading, spelling, language, and mathematics and does not include other discipline areas nor attitudinal factors. Limitations of this testing program are presented as well as summary statements on performance analysis in each content area. (ML)

ED 259 964   SO 016 635

Description of Project No. 8 on "Innovation of Primary Education."
Secretariat Memorandum.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DES/EGT-(84)-107
PUB DATE- 12 Dec 84
NOTE- 15p.; For related document, see SO 016 636. Prepared by the Directorate of Education, Culture and Sport.
AVAILABLE FROM- Council of Europe, 6700 Strasbourg Cedex, France (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Change; Educational Improvement; *Educational Innovation; Educational Policy; Educational Research; Elementary Education; Foreign Countries; *International Cooperation; International Organizations; Primary Education; *Program Descriptions

Innovation in elementary education is the theme of a five-year program developed by 23 European nations which is described in this paper. The project began with a conference held in Liechtenstein in 1982 which confirmed the importance of broadening the primary school curriculum beyond simply teaching the basics to include understanding other cultures and democratic values. In 1983 the program focused on innovation and the study of a restricted number of areas of innovation such as new technologies and human rights education. The second year, 1984, was the beginning of the operational phase of the project. Key factors in the innovation process were identified and a series of educational research workshops on specific curriculum areas began. Case studies were also commissioned. For 1985 two symposia are planned on childrens' needs and new technologies and five more case studies will be commissioned. Plans are also underway for 1986 and for a final conference to be held in 1987. Appendices include a brief description of the case studies and an annotated bibliography of relevant documents. (IS)

ED 260 052 SP 026 374

England, David A.; Flatley, Joannis K.
Homework--And Why. Fastback 218.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-218-6
PUB DATE- 85
NOTE- 43p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, 8th Street & Union Ave., Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Family Life; *Homework; *Parent Attitudes; Parent School Relationship; *Student Attitudes; *Teacher Attitudes; Time Management

Attitudes toward homework are explored through a review of research and interviews. The interviews were conducted with teachers, students, principals, and parents on the pros and cons of homework assignments. Included in the discussions were the kinds of homework assigned, reasons for the assignments, time spent on homework, and the effects of homework on learning. Responses revealed a number of conflicting opinions as well as problems facing teachers and students regarding homework. Suggestions are made for improving the quality of homework assignments and strategies are offered for alleviating the problems. (JD)

ED 259 935   SE 045 908

Disinger, John F.
Field Instruction in School Settings. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Attitude Change; Educational Research; Elementary Secondary Education; *Environmental Education; *Field Instruction; *Field Trips; Higher Education; Literature Reviews; Outdoor Activities; *Science Education; Teaching Methods
IDENTIFIERS- *Environmental Education Research; ERIC Digests

This digest focuses on field instruction in school settings. Major areas considered include: (1) factors contributing to the paucity of field activities; (2) whether teacher commitment to the concept of field instruction exists; (3) research on affective-realm educational values of field instruction; (4) research on cognitive-realm educational values of field instruction; and (5) the availability of "how to" information for teachers involved in planning and implementing field instruction. A list of 15 references (with ED numbers for documents in the ERIC database) is included. (JN)

ED 260 069 SP 026 441

Cierzniak, Suzanne Lipetska
The Question of Critical Thinking: An Annotated Bibliography.
PUB DATE- Apr 85
NOTE- 54p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; Developmental Stages; Intellectual Development; Logical Thinking; Secondary Education; *Teaching Methods; *Test Validity

This annotated bibliography attempts to answer the following questions: (1) What is criticial thinking? (2) Can it be taught and to whom? (3) Which methods are most practical for teaching critical thinking to secondary students? and (4) Can its acquisition be tested? The first question researches the literature for a definition of the term. The second examines the age group which benefits most from instruction. The third question presents practical methods for teaching the skill, and finally, the fourth investigates the possibility of testing acquisition of critical thinking skills. The literature in this paper represents, with minor exceptions, thought on the subject within the last thirty years. Valuable explanations on thinking and cognitive psychology were contained in the material reviewed for this study, but information abstracted pertains only to the categories in question. The subject for this paper was limited to critical thinking in the secondary school, but research and methods outside that arena were included if they added depth to the study. (JD)

ED 260 085 TM 850 280

Burns, Marilyn
What Do Test Scores Really Mean? Revised Issue. Publication No. 443.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Sep 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Tests; *Educational Testing; Elementary Secondary Education; *Scores; Scoring; *Standardized Tests; Testing Problems; *Test Interpretation; Test Norms; Test Reliability; Test Results; *Test Use; Test Validity

This guide--written for school administrators, teachers, counselors, parents, and the community--describes educational tests and measurements and test-related statistics. While specifically intended to help readers interpret the tests administered in the Los Angeles (California) Unified School District, this information may also be used to interpret other test results. Topics include: (1) why schools administer tests; (2) what tests measure; (3) objective tests and subjective tests; (4) standardized, norm-referenced, and critereon referenced achievement tests; (5) test reliability and validity; and (6) standard error of measurement. The section on scores describes raw scores, percent correct scores, percentile scores, scale scores, grade equivalent scores, stanines, and criterion referenced scores. Scores for groups (of students are also discussed: central tendency (mean, median, and mode scores) and variability (range, quartile rank and standard deviation). In the concluding section, an analysis of the real meaning of test scores is offered in which potential problems resulting from test use are cited and discussed. A 66-item glossary is appended. (GDC)

ED 260 100 TM 850 420

Engelberg, Ruth A.; Evans, Ellis D.

Perceptions and Attitudes About School Grading Practices Among Intellectually Gifted, Learning-Disabled, and Regular Elementary School Pupils.

PUB DATE- Mar 85

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Attitude Measures; *Attribution Theory; Comparative Analysis; Concept Formation; Gifted; *Grades (Scholastic); Intermediate Grades; Learning Disabilities; Questionnaires; *Student Attitudes; *Student Reaction

Students in grades four, five, and six who represented three classifications of ability were compared for their conceptualizations, attributions, and attitudes about school grading practices. Intellectually gifted, learning disabled, and normally achieving students were assessed. Significant differences were found among the three groups, particularly for ability to define grading systems and tendencies to perceive the causes for getting good grades as internal and controllable. Linear trends were found on these variables, with mean scores showing an increase from the learning disabled, to normally achieving, to the gifted group. Results were discussed in terms of pyschological theory and issues for educational practice. (Author/DWH)

ED 260 115   TM 850 439

Flippo, Rona F.

Teacher Certification Testing Across the United States and a Consideration of Some of the Issues.

PUB DATE- 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Career Ladders; Higher Education; *Minimum Competency Testing; Program Implementation; Screening Tests; Standardized Tests; State Programs; *Teacher Certification; Teacher Education Programs; *Teacher Evaluation; Teachers; *Teacher Selection; Testing Programs; Test Selection
IDENTIFIERS- Pre Professional Skills Test; Teacher Certification Tests; Teacher Competencies

The pattern toward an increase in the number of states using some form of competency testing prior to the certification of educators is substantiated in this paper. Competency testing programs are implemented at three distinct levels: (1) before entrance into a teacher education program near the end of the sophomore year in college; (2) at the end of teacher education near the end of the senior year in college or during the first year of teaching; or, (3) for certification renewal as mandated by the state. The paper includes an update on the teacher certification testing activities across the United States as well as a discussion of some of the issues and concerns associated with such programs. While certification testing appears to offer a solution to certain problems and issues related to quality control and selection, it also raises a series of new problems and issues which should be addressed by states which are considering the development and implementation of competency testing for certification. (Author/DWH)

ED 260 130 TM 850 473

Mowsesian, Richard; Hays, William L.
Comparative Validity of the GRE-Analytical Test.
PUB DATE- 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Cognitive Tests; *College Admission; *College Entrance Examinations; Comparative Testing; Doctoral Programs; Educational Psychology; *Graduate Study; Higher Education; Logical Thinking; *Predictive Validity; Racial Differences; Regression (Statistics); Sex Differences; Test Construction; Test Theory; *Test Validity
IDENTIFIERS- *Graduate Record Examinations

The predictive validity of the revised Graduate Record Examination Analytical Test (GRE-A) was compared with the experimental form of the GRE-A, in terms of graduate school admissions as well as advancement to Ph.D. candidacy decisions. Prior to 1974 the Graduate Record Examination included just a verbal and a quantitative test; in 1974 it was broadened to include an analytical component to meet a preceived need. For 407 students applying for admission to a graduate program in educational psychology, the following data were analyzed: GRE scores (verbal, quantitative, and analytical); sex; ethnic status; area of specialization; faculty evaluation of Ph.D. qualification; and demographic data. Regression analysis of the GRE scores indicated that this combination of independent variables accounted for a significant variance associated with admissions decisions, whether the experimental or the revised GRE-A was used. Verbal and quantitative scores accounted for more variance than analytical scores did. The analytical scores were strongly related to scores on both of the other sections. The GRE-A was also found to add to the prediction of advancement to Ph.D. candidacy. This was true for both the experimental and revised GRE-A forms. It was concluded that the GRE-A had predictive utility and that both the experimental and revised forms were comparable. (GDC)

ED 259 906 SE 045 877

Grundy, R. L., Ed.; Ford, R. T., Ed.
Year of the Oceans: Science of Information Handling. Proceedings of the Annual Conference of the International Association of Marine Science Libraries and Information Centers (10th, Woods Hole, Massachusetts, October 2-5, 1984).
International Association of Marine Science Libraries and Information Centers.
REPORT NO.- ISBN-0-932939-01-5
PUB DATE- 85
NOTE- 280p.
AVAILABLE FROM- R. L. Grundy, Univ. of Texas at Austin, Marine Science Institute, Port Aransas, TX 78373-1267 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Fisheries; *Information Centers; *Information Retrieval; Information Services; *Information Storage; International Educational Exchange; International Programs; *Library Services; Microcomputers; *Oceanography; Online Searching; Pollution; Scientific and Technical Information; *Special Libraries

International Association of Marine Science Libraries and Information Centers (IAMSLIC) conferences provide a format for libraries and information specialists to discuss common interests and concerns so that services and information can be made available to scientists, administrators, engineers, educators and students in the discipline of marine science. The theme of the 1984 conference, "The Year of the Oceans," was addressed in the keynote speech by John Byrne. Presented papers focused on such topics as: National Oceanic and Atmospheric Administration's role in user communications; document delivery in small information centers; data management systems applied to technical reports; journal use; the art of information management; networking and librarianship in Denmark; the ship's library; computer bibliographic searching; microcomputer software; micros in libraries; treaties and marine pollution control; and fisheries information activities. A listing of conference participants is also included. (ML)

Approximation and Estimation. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 117p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.
AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; *Estimation (Mathematics); Females; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) content module focuses on approximation and estimation. It consists of: (1) an instructor's text; (2) an instructor's guide and solutions to student exercises; (3) student materials and exercises; and (4) student summary and review. The instructor's text provides specific directions for guiding lessons and commentary on mathematics content and mathematics attitudes. This is accomplished by a "facing pages" format whereby the right-hand page provides step-by-step teaching directives while the left-hand page provides teaching insights, other options of instruction, and psychological or attitudinal strategies, when appropriate. The instructor's text also contains content objectives, specified to indicate the scope and structure of the module, and student evaluation materials. The instructor's guide and solutions to exercises provides teaching approaches and solutions to problems. Student materials and exercises provide such items as diagrams, charts, and centimeter-squared paper to be used by students. Exercises include problems that apply the concepts and problem-solving strategies developed in the module; they may be used as part of the instructional activities, as content for small-group activities, as homework assignments, or as review materials. The student summary and review summarizes the content of the module, focusing on formulas, terminology, key concepts, problem-solving strategies, and examples of techniques used. (JN)

ED 259 951 SE 045 932

Ferrell, Barbara G.
Computer Immersion Project: Evaluating the Impact of Computers on Learning.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Attitude Change; *Computer Assisted Instruction; *Elementary School Mathematics; Grade 6; Intermediate Grades; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Program Evaluation; Student Attitudes
IDENTIFIERS- *Computer Uses in Education; *Mathematics Education Research

Sixth-grade middle school students (N=91) in four mathematics classes served as subjects in a study designed to: (1) determine if the use of computers as an integral part of instruction would increase mathematics achievement; and (2) explore the impact of computers as an integral part of instruction on other factors (such as student attitudes, attendance, and discipline). Students in experimental classes (computer immersion project) spent approximately 40 minutes of each class period engaged in computer assisted instruction while a teacher directed, group centered instructional mode was used in control classes. When decisions regarding implementation of a new program which is as expensive to replicate as the computer immersion project must be made, both statistical and practical significance must be weighed. Although statistically significant differences were found, the practical magnitude of these differences was small, and this, coupled with other methodological problems, resulted in the conclusion that the computer immersion project did not demonstrate an impact of computers, even when time is maximized, on any of the variables studied. School district officials concurred with this conclusion and the computer immersion model was dropped and the computers put to other uses. (JN)

ED 259 979 SO 016 693

Burt, James E.
A Global Climate Model for Instruction.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of American Geographers (Detroit, MI, April 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Climate; *Computer Assisted Instruction; Course Descriptions; *Geography Instruction; *Global Approach; Higher Education; Instructional Materials; Models; Teaching Methods
IDENTIFIERS- *Climatology

This paper describes a simple global climate model useful in a freshman or sophomore level course in climatology. There are three parts to the paper. The first part describes the model, which is a global model of surface air temperature averaged over latitude and longitude. Samples of the types of calculations performed in the model are provided. The second part of the paper discusses the computer code. The model is coded in Fortran-77 and requires about 45K bytes of storage in executable form. It can, therefore, be run on almost any machine. Part three discusses how the model can be used to illustrate several features of the global energy balance. Students might be asked to invent a scenario and investigate the climatic consequences. Or the model can illustrate concepts such as equilibrium, relaxation time and thermal inertia, positive and negative feedbacks, and stability. Among the virtues of this model are its small size, its robustness to user abuse, and its ability to illustrate at least qualitatively a large number of features of global climate. (RM)

ED 260 006 SO 016 734

Minix, Nancy A.; And Others
An Exploratory Survey of Teachers' Attitudes toward Sex-Stereotyping.
Western Kentucky Univ., Bowling Green.
PUB DATE- Apr 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Age Differences; *Educational Practices; Educational Research; Elementary Secondary Education; Females; Males; Research Needs; Sex Bias; Sex Differences; Sex Discrimination; Sex Role; *Sex Stereotypes; Special Education; Surveys; *Teacher Attitudes; Teacher Education; Teaching Experience

This survey examined the attitudes of teachers in southwestern Kentucky toward sex-stereotyping in the classroom. A random sample of 35 teachers of grades kindergarten through adult completed a written survey instrument that asked them to read statements regarding sex-stereotyping and to rate themselves regarding their own classroom practices. Item frequency responses are provided for each of the following categories of teachers: K-3, 4-6, 7-12, special education teachers, adult education teachers, and all teachers. Frequency responses are also tallied by years of teaching experience and by teacher age. Results revealed a strong agreement among teachers of all grade levels that sex- stereotyping attitudes were seldom observed in their classrooms. The teachers demonstrated an awareness of the need to exhibit behaviors that were not partial to either sex. The report also discusses implications of the study with regard to research, teacher preparation, inservice teacher education, the school, and the family. (RM)

ED 260 021 SO 016 862

Wynne, Edward A.; Vitz, Paul C.
The Major Models of Moral Education: An Evaluation. Section 2: Part 2.
New York Univ., N.Y. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 60p.; Section 2, Part 2 of Equity in Values Education: Do the Values Education Aspects of Public School Curricula Deal Fairly with Diverse Belief Systems? Final Report, July 1985 (SO 016 857).
GRANT- NIE-G-84-0012
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; Equal Education; *Models; *Moral Development; Moral Values; Public Schools; Religion; *Traditionalism; Values; *Values Clarification; *Values Education
IDENTIFIERS- *Character Education; *Kohlberg (Lawrence)

This section, from a larger report describing a project designed to systematically investigate how religious and traditional values are represented in today's public school curricula, presents a critical evaluation of the two most discussed and influential models of moral education operating in the United States today. Both of these models have been developed in the last 20 years or so by education theorists at American universities and research institutes. The first model is known as "values clarification"; the other is based on the theory of moral development proposed by Lawrence Kohlberg. Additionally, a third and long-applied alternative, referred to as the "character education" model, is described. This alternative approach to teaching values has articulated such traditional moral aims as promptness, truthfulness, courtesy, and obedience. Whereas the first two approaches aim to shape patterns of moral reasoning, the final approach aims at shaping conduct. It is concluded that as American education revives its concern for basic disciplines, educators should also return to the direct and indirect teaching of morality found in the traditional model. (LH/AA)

ED 260 037 SP 026 256

Nebraska Schools 83-84 Immunization Levels.
Nebraska State Dept. of Health, Lincoln.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disease Control; Elementary Secondary Education; Immunization Programs; *Preventive Medicine; *Public Health; State Programs
IDENTIFIERS- *Nebraska

The data contained in this report represents all of the 297,696 students, K-12, in the state of Nebraska. High levels of immunity are documented among children grades K-6. Some immunization levels of children grades 7-12 are yet below the 95 percent established as a minimum for the prevention of vaccine preventable diseases. Specifically, there remain 14,000 Nebraska students who do not demonstrate protection against measles. Statistics are provided on: (1) Nebraska school immunization levels, '83-'84 school year by Elementary, Junior High, and High School levels; (2) Nebraska school kindergarten immunization levels, 1971-1983; (3) percentages of students immunized against DPT/Td, polio, measles, rubella, and mumps by county, '83-'84 school year; and (4) percentage of students immunized in public schools with enrollment greater than 1100, '83-'84 school year. (JD)

ED 260 053 SP 026 376

Adams, Ronald D.; And Others
Relationships among Burnout Factors and Occupational Stressors in the Teaching Profession.
PUB DATE- 12 Nov 82
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 12, 1982). For related document, see SP 026 380.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Emotional Adjustment; Family Life; *Life Satisfaction; *Stress Variables; Teacher Attitudes; *Teacher Burnout; Teaching (Occupation)

This study sought to determine if relationships exist among various factors pertaining to measured burnout and the life and teaching events perceived as stressors by practicing teachers. The subjects were 220 full-time public school teachers from five school districts, both urban and rural, divided evenly between elementary and secondary levels. The subjects were enrolled as master-level students in Research Methods and Educational Psychology classes. Instruments used included the "Teaching Events Stress Inventory" (Cichon and Koff, 1978), the "Life Events Inventory" (Holmes and Rahe, 1967), and the "Maslach Burnout Inventory" (Maslach and Jackson, 1981). The design and purpose of each of the instruments are described. In analyzing relationships, correlation coefficients were computed between each of the life/teaching events and each factor score obtained from the burnout scale. To facilitate these analyses, clusters of events were also used in preparing tables of correlates with the burnout factor scores. Life events as correlates of burnout factors are discussed first, followed by teaching events. Data illustrating relationships are presented in tables. A list of conclusions drawn from the study is presented in narrative form. (JD)

ED 260 143 UD 024 286

Winter, Carolyn
The Provision of Appropriate Education in Selected Southern African Countries: Malawi, Zimbabwe, Namibia and the "Independent" South African Homelands.
PUB DATE- Dec 84
NOTE- 36p.; Paper presented at the International Conference on Education in the '90s: "Equality, Equity and Excellence in Education" (1st, December 1984). Tables 1 and 4 may not be legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Developing Nations; *Economic Development; Educational Finance; Educational Opportunities; *Educational Policy; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Foreign Countries; *Human Capital; Public Education; Social Change
IDENTIFIERS- *Africa (South); Malawi; Namibia; South Africa (Homelands); Zimbabwe

Educational policy in three southern African countries plus the "independent" South African homelands is reviewed in this paper. First, an introduction discusses how the significance of education as a factor in national development became an issue of growing concern in the 1960's (during the move toward independence), but also how limited funds have hampered severely efforts to provide universal and free primary education. Next, common features of the nations under study are outlined, showing that economic and social conditions within these nations did not necessarily favor policies of rapid educational expansion which they chose to adopt. The role of human capital theory is then examined in relation to the prevailing belief that increased levels of educational services would generate economic growth. Implementation of such policies and their effects in the southern African countries are described next; consequences of rapid increases in enrollment have been low educational standards and poor school facilities, growing numbers of under- and unemployed school leavers, and growing imbalances between educational services being provided and employment requirements. Specific areas reviewed are basic education, family improvement education, community improvement education, and occupational and vocational education. Finally, it is suggested that a more pragmatic approach to educational expansion and the linking of both formal and appropriate education with available employment opportunities would assist in both social and economic development. (KH)

ED 260 171 UD 024 396

Health Indicatros for Hispanic, Black, and White Americans. Data from the National Health Survey.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

REPORT NO.- DHHS-PHS-Pub-84-1576

PUB DATE- Sep 84

NOTE- 118p.; Appendix 3 has small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- *Blacks; *Cubans; Disabilities; Diseases; Health; Health Needs; Health Services; *Hispanic Americans; *Mexican Americans; *Puerto Ricans; *Whites

IDENTIFIERS- *Health Status; Service Utilization

The first national estimates on a variety of health indicators for the Hispanic and non-Hispanic populations of the United States are presented in this report, which consists largely of statistical tables containing data from the National Health Interview Surveys of 1978, 1979, and 1980. The primary focus of the report, however, is on four Hispanic population groups: Mexican Americans, mainland Puerto Ricans, Cuban Americans, and "other Hispanics." The topic areas include utilization of health services as measured by physician visits, dental visits, and hospitalizations; and illness and disability measures including incidence of acute conditions by condition group, days of restricted activity, days spent in bed and days missed from work because of illness and injury, and activity limitation associated with chronic conditions. The textual portions of the report highlight major findings, discuss sources and limitations of the data, and analyze general findings. Three appendices provide technical notes, definitions of terms, and questionnaire items and flash cards used in the survey. (KH)

ED 259 892 SE 045 856

Zurub, Abdel Rahman; Rubba, Peter A.

Jordanian Science Teachers' Perceived Needs: An Assessment, Analysis and Comparison.

PUB DATE- 85

NOTE- 21p.; This study was funded by a grant from AMID-East. Document contains several pages of marginal legibility.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Developing Nations; *Inservice Teacher Education; *Needs Assessment; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; Surveys; *Teacher Attitudes; Teacher Response

IDENTIFIERS- *Jordan; Science Education Research

Support for science instruction has been increasing in Jordanian schools within the past two decades. Science is studied throughout all three levels of schooling. Corresponding with this growth in science education are improved programs for science teacher training. Inservice programs are offered to raise levels of teacher competence and effectiveness. The purpose of this study is to identify the most prevalent inservice needs of Jordanian secondary level science teachers and to determ[illegible] if these needs differ by specialty areas. This report includes: [illegible]) procedures of the study; (2) data collection information; (3) research findings; and (4) concluding remarks. The report indicates that the most prevalent needs were associated with science instruction delivery, facility and equipment administration, and improvement of competence levels for science teachers. Comparisons are made with secondary level science teachers from the United States. Tables of survey statistics are also included. (ML)

ED 259 965 SO 016 636

The School Contact Plan. Project No. 8 on "Innovation in Primary Education." Reports Submitted by the Contact Schools, Describing Their Innovative Projects.

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- DECS/EGT (84) 66
PUB DATE- 18 Oct 84
NOTE- 64p.; For related document, see SO 016 635.
AVAILABLE FROM- Council of Europe, 6700 Strasbourg Cedex, France (write for price)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Comparative Analysis; *Comparative Education; Educational Change; Educational Improvement; *Educational Innovation; Educational Policy; *Educational Research; Elementary Education; Foreign Countries; *International Cooperation; International Organizations; Primary Education; *Program Descriptions

Reports from contact schools in twelve countries participating in the Council of Europe's project on innovation in primary education are summarized in this paper. It begins with tables providing an overview of the schools participating in the project and their specific projects. Following this are detailed reports from each country. Countries are: Austria, Cyprus, Denmark, Federal Republic of Germany, Finland, Greece, Italy, Netherlands, Norway, Sweden, Switzerland, and United Kingdom. For each country the following areas are covered: (1) theme of the project; (2) objectives of the project, including effects on the pupils, teachers, parents, schools and other authorities, and the public; (3) teachers' interests; (4) means to implement aims, including specific teaching methods, training, theoretical discussions and development, teaching aids, and staff arrangements; (5) advice from specialists; (6) criteria for decision-making; (7) flow of information; (8) evaluation; (9) finance; (10) cooperation; and (11) advantages from exchanges. (IS)

ED 259 994 SO 016 713

Kohler, Fred
Teaching a Course on Meteorological Instruments.
PUB DATE- Oct 84
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Toronto, Ontario, Canada, October 17-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Course Evaluation; *Geography Instruction; Higher Education; Humidity; Instructional Improvement; Measurement; *Measurement Techniques; *Meteorology; *Teaching Methods; Temperature; Undergraduate Students; Wind (Meteorology)

A meteorological instruments course that provided undergraduate geography students the opportunity to use and/or observe meteorological equipment while also preparing for possible internships with the National Weather Service is evaluated and suggestions for improving it in the future are offered. The paper first provides a general course evaluation. More than three-quarters of the total class time was devoted to using and discussing instruments that make surface measurements. The bulk of the paper, therefore, evaluates instruction regarding radiometers, temperature, atmospheric pressure, wind direction and speed, atmometry, hygrometry, nephometry, and hyetometry. The next time the course is taught, emphasis will be placed on the following three areas. First, the greatest amount of time will be devoted to surface instruments, especially those devices for measuring temperature, pressure, humidity, and precipitation. Second, the addition of a laboratory session will provide more time for the hands-on experience that students want. The final area of improvement involves more effort to combine the theoretical with the practical during lectures. (RM)

ED 260 157 UD 024 358

Mentor 1983-84. Evaluation Section Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; *Career Exploration; *Cooperative Programs; Curriculum Development; Educational Cooperation; Lawyers; *Legal Education; Program Effectiveness; Secondary Education; Student Attitudes
IDENTIFIERS- New York (New York); Project Mentor NY

Mentor, a law-related program sponsored by the Federal Bar Council, New York Alliance for the Public Schools and the New York City Public Schools, completed its second year of operation in 1983-84. This evaluation report focuses on the 1983-84 program expansion implemented in spring 1983. Mentor consists of a series of one-day activity sessions and includes visits to state and federal courts and several supplementary activities such as mock-trial competitions. Each of the 22 junior and senior high schools participating in the program was paired with a New York City general practice law firm or a legal department. Evaluation findings indicate that participating students' knowledge of and attitude towards the law improved during the course of the program. Teachers found the newly developed Mentor manual helpful and the training sessions worthwhile. Attorneys applauded the school system's effort to provide students with a realistic view of the legal profession. For the future it is recommended that (1) schools and law firms be paired early enough to allow for more program preparation, (2) a greater number of less academically prepared students be included, and (3) the feasibility of extending the program to a full year be explored. (RDN)

ED 259 936 SE 045 909

Disinger, John F.
Studying the Future Through Environmental Education. Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Environmental Education; *Futures (of Society); Global Approach; Literature Reviews; Population Growth; *Prediction; Quality of Life; *Technological Advancement; Trend Analysis
IDENTIFIERS- ERIC Digests; *Science and Society

This digest reviews briefly several futures-oriented efforts of pertinence to educational endeavors, focusing primarily on their environmental aspects. These efforts are considered under headings in the form of six questions. They are: (1) Are future studies scientific? (2) How are projections developed? (3) What do recent futuristic projections suggest? (4) How valid are such projections? (5) How can alternative futures be approached? and (6) Are resource/environment considerations really necessary? Selected references are included and suggestions for identifying additional resources are offered. (ML)

ED 260 038 SP 026 276

Wiener, Richard N.

The East Area School News Service. A Dynamic Multi-Faceted Junior/Senior High School Curriculum in Practice: A Deliberative Approach.

PUB DATE- Apr 85

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communication Skills; *Educational Radio; *Journalism; Learning Strategies; *News Media; *Programing (Broadcast); Secondary Education; *Student Motivation

IDENTIFIERS- East Area Schools News Service OR

A description is given of the inception and progress of the East Area School News Service in Toledo, Oregon. The project began as a public relations endeavor in which a small group of junior high school students produced a series of one-minute tapes for the county's commercial radio stations, highlighting school events, classes, and special programs. Subsequently, the project became an elective class in the school. "A great deal of writing, reading, communicating, thinking and analyzing, rewriting, rethinking, and rereading took place...(Students) learned how to interview, to ask relevant questions, to listen and to think spontaneously, to explore answers, and to investigate issues." The Radio Broadcasting and Journalism class proved impressive in its educational outcomes. The show evolved into a 45-minute video monthly production featuring interviews, consumer reports, school news, and creative segments developed by the students. Eventually, a continuation of the junior high program became a part of the high school curriculum. The methods of production used in the show are described, and the concept's potential for motivating students and encouraging creative thinking and active involvement in community and school affairs are discussed. (JD)

ED 260 070 SP 026 449

Grayson, Dolores S.
Implementing the Gender Expectations and Student Achievement (GESA) Teacher Training Program.
PUB DATE- 1 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Improvement Programs; *Program Effectiveness; *Sex Bias; Sex Stereotypes; Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Gender Expectations Student Achievement Program

The objectives of the Gender Expectations and Student Achievement (GESA) program are to reduce the disparity in the frequency distribution of teacher interactions with males as compared to those with females; to reduce stereotyping by teachers; to increase non-stereotypical interaction with students; and to produce an increased achievement in mathematics and reading by girls and boys in classrooms of teachers receiving GESA training. The conceptual framework includes the three primary factors generally accepted as affecting academic achievement: curriculum, the learning environment, and classroom interactions. GESA is research-based and participating teachers are introduced to the literature, provided additional information on areas of disparity, and given examples of the impact on students. A major part of the training includes an action research component during which teachers observe and code specific behaviors. The data is used to increase awareness and to assess the program's effectiveness, not to evaluate participants. This paper focuses on the expansion of the program into implementation, with limited reference to the developmental stage. (JD)

ED 260 086 TM 850 394

Suddick, David E.; Collins, Burton A.

Implications of a Literate Skills Testing Model Designed to Assess English Usage and Mathematics Competencies of Older, Adult Transfer Students.

PUB DATE- Apr 85
[illegible]OTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Students; Higher Education; *Minimum Competency Testing; Pass Fail Grading; Predictive Measurement; *Predictor Variables; Psychometrics; Statistical Analysis; Test Interpretation; *Test Results; *Transfer Students
IDENTIFIERS- Descriptive Test of Mathematics Skills; Governors State University IL; Test of Standard Written English; *Test Retest Reliability

Based upon prior research in the College of Business and Public Administration and the first year of the university testing program at an upper division, midwestern university, implications for testing of older transfer students are drawn. Students should be tested before, or during, their first term of academic history. If remediation is not required immediately after a student does not pass the examination, a retest is an acceptable option during the first term of enrollment. Any deficiencies should be remediated as soon as possible, preferably during the student's second term of academic history. This study produced the first known test-retest reliability coefficients for the Test of Standard Written English (TSWE) and Elementary Algebra skills of the Descriptive Tests of Mathematics Skills (DTMS). Based upon small samples with restricted ranges of scores, impressive psychometric statistics were generated. There were coefficients of 0.78 for the TSWE and 0.72 for the DTMS. (Author)

ED 260 101 TM 850 423

Elmore, Patricia B.; And Others

A Longitudinal Study of Career Interests and Mathematics Attitudes for Students at the Eighth and Twelfth Grade Levels.

PUB DATE- Mar 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Females; Grade 8; Grade 12; *High School Seniors; Longitudinal Studies; *Mathematics Achievement; Multivariate Analysis; Parent Attitudes; *Parent Influence; School Attitudes; Secondary Education; Secondary School Mathematics; Sex Differences; *Student Attitudes; Teacher Influence; *Vocational Interests
IDENTIFIERS- Fennema Sherman Mathematics Attitudes Scales; Unisex ACT Interest Inventory

This study investigated the relationship between attitudes toward mathematics, career interests, and parent variables measured at grade eight and attitudes toward mathematics and career interests as measured at grade twelve. The longitudinal nature of the study will help to determine changes in mathematics attitudes and career interests from the junior to the senior high school level. The subjects were 458 high school seniors from midwestern senior high schools who participated in the first phase of the study as eighth graders. The instruments administered to the students included the Fennema-Sherman Mathematics Attitudes Scales and the Unisex American College Testing Interest Inventory (UNIACT). Canonical correlation analysis was used to determine the relationship between students' attitudes toward mathematics and career interests at the twelfth grade level and their parents' attitudes toward mathematics four years earlier. (DWH)

ED 260 116 TM 850 440

Holmes, Susan E.
Test Equating Issues in Certification and Licensure Testing.
PUB DATE- 1 Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Certification; Competence; Criterion Referenced Tests; Cutting Scores; Difficulty Level; *Equated Scores; Knowledge Level; *Occupational Tests; Scaling; *State Licensing Boards; Test Construction; Testing; *Test Selection
IDENTIFIERS- Open Testing; Test Disclosure; *Test Equivalence; Unidimensionality (Tests)

Open testing and test disclosure legislation has fostered a renewed interest in the problems and issues associated with test equating. This paper focuses on a specific application of test equating, that of professional and occupational testing for certification and licensure. Test equating is the process of making test scores from different forms of the same test comparable. The role of test equating in the credentialing examination process, its usefulness for maintaining consistent standards, and monitoring performance trends across time are discussed. The issues which must be considered when implementing test equating in a credentialing examination program are described. Issues are considered as test development or technical concerns. This paper is designed to provide information for credentialing board members who hold the major responsibility for preparing, administering, and scoring credentialing examinations, as well as non-technical persons involved in the credentialing process. (Author/DWH)

ED 260 131 TM 850 476

Anderson, Paul S.; Kanzler, Eileen M.

Comparison of Cognitive Achievement in Objective Testing: Multi-Digit and Multiple-Choice Tests.

PUB DATE- 4 Apr 85
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Cloze Procedure; Comparative Testing; Computer Assisted Testing; *Difficulty Level; Guessing (Tests); Higher Education; Knowledge Level; *Multiple Choice Tests; *Objective Tests; Recall (Psychology); Scores; Secondary Education; Student Attitudes; Test Construction; *Test Format
IDENTIFIERS- *Multi Digit Tests

Test scores were compared for two types of objective achievement tests--multiple choice tests and the recently developed Multi-Digit Test (MDT) procedure. MDT is an approximation of the fill-in-the-blank technique. Students select their answers from long lists of alphabetized terms, with each answer corresponding to a number from 001 to 999. The answer sheets are scorable by computer. The results of previous research, as well as recent research in college undergraduate and high school classes, are both inconclusive. Some of the studies indicate advantages for the fill-in-the-blank style of test items, while other studies show no difference. No study has demonstrated that multiple choice testing resulted in superior test achievement. When students were questioned about their opinion of MDT, about half found it less desirable than multiple choice tests, yet preferable to open-ended fill-in-the-blank questions. About half considered MDT to be equal to or preferable to multiple choice tests. There was also some indication that study habits were different when students expected to be given MDT rather than multiple choice tests or traditional fill-in-the-blank tests. (GDC)

ED 259 907 SE 045 878

Shapiro, Michael A.
Analogies, Visualization and Mental Processing of Science Stories.
PUB DATE- May 85
NOTE- 37p.; Paper presented to the Information Systems Division of the International Communication Association (Honolulu, HI, May, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; *Cognitive Processes; *Cognitive Structures; Higher Education; Physics; *Reaction Time; *Science Education; *Visualization
IDENTIFIERS- *Analogies; Science Education Research

The effect of a relevant analogy and of subject visualization on the amount of cognitive capacity needed to process unfamiliar information about science was investigated. The dependent measure was reaction time on a secondary task while listening to six tape recorded passages about chemistry and physics in a 2 x 2 x 6 mixed design. The analogy treatment group required less cognitive capacity and the visualization treatment group required more cognitive capacity to process the materials. The analogy results support the theory that analogies make mental processing more efficient by modifying existing cognitive structures prior to processing the new information. The visualization results support a theory that visualizers devote more attention to the material being processed. A general similarity effect of organizing devices is suggested. (Author)

ED 259 952 SE 045 933

Pereira, Peter, Ed.; Roby, Thomas W., Ed.
Conceptions of Curriculum Knowledge: Focus on Historical Movements.
Mid-West Center for Curriculum Studies, Chicago, IL.
PUB DATE- Mar 85
NOTE- 84p.
AVAILABLE FROM- Mid-West Center for Curriculum Studies, 5201 South Cornell Ave., Chicago, IL 60615.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational History; *Educational Innovation; *Educational Trends; Futures (of Society); *Science Curriculum; *Science Education; Science Instruction; *Secondary School Curriculum; Technology

This document consists of: (1) an introduction; (2) the first and last chapters of Harold Dunkel's manuscript titled "Writ in Water: The Epitaph of Educational Innovation"; (3) an invited address (presented at a session sponsored by an American Educational Research Association Special Interest Group on the Creation and Utilization of Curriculum Knowledge) which used historical inquiry to shed light on contemporary problems, and two responses to the address. The invited address, "Science, Technology, and the Secondary School Curriculum in the Twentieth Century" by William Connell, examines the degree of success that ideas and practices in the teaching of science and technology have had in recasting views on an appropriate curriculum in secondary education, through which intellectual, expressive, and social development might be fostered. The responses are "The Conceptual Ecology of Science Education: A Response" by George Posner and "Toward a Progressive Interpretation of Science Curricula: A Response" by William Schubert. The two chapters in the Dunkel manuscript (titled "The Coming of German Innovation" and "The Life-Cycles and Contributions of Educational Movements") examine reform during the last century and suggest what can be learned from this about today's more controversial innovations. (JN)

ED 259 980 SO 016 694

Dulles, Avery
The Communication of Faith and Its Content.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beliefs; *Catholics; Catholic Schools; Christianity; Communication (Thought Transfer); Educational Philosophy; Elementary Secondary Education; Higher Education; Parochial Schools; Philosophy; *Religion; *Religious Education; Teaching Methods

The communication of faith requires a full personal response not required to the same extent in other branches of human knowledge. Because of this, teaching methods designed for the arts and sciences must be adapted for use in religious education. Because religion focuses on God, the absolute transcendent, religious education has to do with mystery. Knowledge of the transcendent depends on symbols embedded in the Bible and the traditions of the Christian community. In the framework of this symbolic approach Christian faith may be described as a personal commitment to the joint meaning of Christian symbols. For Christian faith, the central symbol is the figure of Jesus Christ. Religious education must deal with the centrality of these symbols while it serves three major functions: (1) to exhibit the credibility of the Christian religion; (2) to communicate the contents of Christian belief; and (3) to socialize the individual into the community of faith. Crucial to all of these are acceptance of dogma, the importance of liturgy, and the acceptance of the Church's authority. (IS)

ED 260 007 SO 016 735

Harris, Robert B.
The Cognitive and Affective Impact of the "Give & Take" Film Series.
PUB DATE- Apr 85
NOTE- 17p.; For related paper, see ED 257 730. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Audiovisual Aids; Curriculum Evaluation; *Economics Education; Educational Research; Grade 8; *Inservice Teacher Education; Instructional Material Evaluation; Junior High Schools; *Student Attitudes
IDENTIFIERS- *Give and Take (Film)

This study assessed the impact of the "Give & Take" economic films and materials on the economic understanding of eighth grade students, relative to traditional economics instruction without the series. Also tested was the proposition that teachers trained in the use of "Give & Take" can serve as resource persons for untrained colleagues who wish to use the instructional materials. A nonequivalent control group design with three experimental and two control groups composed of eighth grade students was used. The sample of 797 students were pre- and posttested. The study found that students exposed to the "Give & Take" series in classes with teachers who completed workshop training on the film series performed significantly better on a nationally normed economics test than did their peers. Students whose teachers taught economics without formal workshop training on "Give & Take" did not perform statistically better than a control group of students who received no economics training. No correlation was found between student attitudes and achievement. (RM)

ED 260 054 SP 026 378

Adams, Ronald D.; Craig, James R.
National Survey of Evaluation Practices in Teacher Education.
PUB DATE- Nov 81
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November, 1981). For related document, see SP 026 382.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Evaluation Methods; *Evaluation Needs; Followup Studies; Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Evaluation; *Teacher Education Programs

A survey of teacher education evaluation practices was conducted to cover areas not addressed in previous studies. The initial survey form was reviewed by college administrators at Western Kentucky University, revised, and later reviewed by selected members of a group of professional educators across the nation. A questionnaire, developed to collect data in eight areas of institutional evaluation practices, was sent to member institutions of the American Association of Colleges for Teacher Education. A usable return was obtained from 445 institutions. Findings are reported in seven topical areas: (1) institutional demographics; (2) topics evaluated; (3) needs relative to evaluation practice; (4) value placed on evaluation; (5) sources and techniques used in evaluation practice; (6) planning, operation, and feedback practices; and (7) budget analyses. Implications of the survey are discussed. It is pointed out that while the majority of institutions engage in some form of evaluation, the techniques of follow-up data collection have been limited primarily to the mailed questionnaire and sources limited primarily to the graduate and school supervisor. The sophistication of evaluation practice remains low. (JD)

ED 260 172 UD 024 397

Warren, Paul; Johnson, Hadley

Job Search, Training, and Work Experience: The Lessons for California from Eight Evaluations of the Work Incentive Program.

California State Legislative Analyst's Office, Sacramento.

PUB DATE- Jan 85

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cost Effectiveness; Employment Programs; Job Training; Program Costs; *Program Effectiveness; State Federal Aid; State Legislation; State Programs; Unemployment; *Welfare Recipients

IDENTIFIERS- Aid to Families with Dependent Children; *California; Service Delivery Areas; Target Populations; *Work Incentive Program

As part of a review of California's strategy for helping recipients of Aid to Families with Dependent Children (AFDC) find jobs through the Work Incentive Program (WIN), eight demonstration programs were analyzed. There were four major findings. First, the Department of Social Services (DSS), which targets AFDC recipients with recent job experience for WIN employment and training services, should instead target AFDC recipients who lack recent work experience. To that end, legislation is needed to redesign State employment and training programs. Furthermore, increases in participant earnings, not placement rates, should be made the primary measure of the success of employment programs. Second, the most cost-effective services are job search and skill training services. Third, State and local coordination of WIN and Job Training Partnership Act services is essential if their impact on increasing participant earnings and reducing AFDC is to be maximized. Local WIN managers should be given responsibility for determining the types of services provided locally, and legislation should be created that requires DSS to develop guidelines and procedures for supplying local managers with the information needed to determine the types of services appropriate to different economic conditions. And fourth, the two primary goals of the WIN program are to reduce welfare dependency by increasing the earning power of AFDC recipients and to reduce AFDC grant expenditures. To address both goals, a two-tiered strategy is required. (KH)

ED 259 893 SE 045 857

Mason, Emanuel J.
The Development of Logical Thinking in Children.
PUB DATE- Feb 80
NOTE- 93p.; Report to the Netherlands Ministry for Pure Science Research (ZWO). Appendices contain some pages of marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; Developmental Psychology; Elementary Secondary Education; Interviews; *Learning Processes; Logic; *Logical Thinking; Memory
IDENTIFIERS- *Netherlands; Piagetian Stages; *Syllogistic Reasoning

Reasoning and logical thinking can be defined and explained from different perspectives. Three approaches are reviewed in this report; they are: (1) the logical structure approach; (2) the Piagetian approach of developmental stages; and (3) the information processing or memory approach. Four hypotheses related to these approaches were investigated with children of ages ranging from 5 to 16 years. The subjects were interviewed about their interpretation of propositions and logical arguments. Interviews were designed to explore understanding of the premises and conclusions of syllogisms and the child's understanding of syllogisms in total. The report explains the design of the studies, scoring techniques, and the standardization of the materials that were used. Conclusions are presented for each of the hypotheses; the general pattern of correct responses with the Dutch students who participated in the study was found to be similar to previous results of English-speaking groups. Recommendations for continued and expanded studies are given. An extensive reference list and appendix containing interviews in Dutch and coding forms and scoring instructions in English are also included. (ML)

Choice and Chance. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 128p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.
AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; Females; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Probability; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) content module focuses on probability. It consists of: (1) an instructor's text; (2) an instructor's guide and solutions to student exercises; (3) student materials and exercises; and (4) student summary and review. The instructor's text provides specific directions for guiding lessons and commentary on mathematics content and mathematics attitudes. This is accomplished by a "facing pages" format whereby the right-hand page provides step-by-step teaching directives while the left-hand page provides teaching insights, other options of instruction, and psychological or attitudinal strategies, when appropriate. The instructor's text also contains content objectives, specified to indicate the scope and structure of the module, and student evaluation materials. The instructor's guide and solutions to exercises provides approaches and solutions to problems. Student materials and exercises provide such items as diagrams, charts, and centimeter-squared paper to be used by students. Exercises include problems that apply the concepts and problem-solving strategies developed in the module; they may be used as part of the instructional activities, as content for small-group activities, as homework assignments, or as review materials. The student summary and review summarizes the content of the module, focusing on formulas, terminology, key concepts, problem-solving strategies, and examples of techniques used. (JN)

ED 259 937 SE 045 910

Blosser, Patricia E.
Some Implications for Science Education from National Reports. ERIC/SMEAC Science Education Digest Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biology; Chemistry; *Educational Objectives; *Elementary School Science; Physics; Reports; *Science Education; *Science Instruction; *Secondary School Science; *Teacher Education; Time Factors (Learning)
IDENTIFIERS- ERIC Digests; *Excellence in Education

A number of documents were written in 1983 by groups seeking to improve American education. This digest was developed to review and examine some of the common themes (as they pertain to science education) from these documents. They are: (1) "A Nation at Risk"; (2) "Educating Our Citizens: The Search for Excellence"; (3) "Action for Excellence"; (4) "Educating Americans for the 21st Century"; and (5) "Images of Science." The digest includes: (1) a discussion of implications related to standards, time for instruction, and curriculum (noting that all documents urge increased rigor in education); (2) lists of desired science instruction outcomes for grades K-6, for grades 7 and 8, for biology, for chemistry, and for physics; and (3) a discussion of implications for teacher education. (JN)

ED 259 966 SO 016 638

Futures and Education. Report of a Regional Meeting (Bangkok, Thailand, November 2-8, 1983).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84

NOTE- 70p.; Report on the Asian Programme of Educational Innovation for Development (APEID) Inter-disciplinary Meeting on Futures of Education.

AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Curriculum Development; Developed Nations; Developing Nations; *Educational Development; *Educational Innovation; Educational Policy; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Prediction; Technological Advancement

IDENTIFIERS- *Asia; Australia; India; Japan; Korea; Malaysia; New Zealand; Philippines; Vietnam

A meeting report on education within the context of futures studies is divided into four chapters. Chapter One discusses the background of the meeting. Chapter Two outlines the studies presented by each of the eight Asian and Pacific nations represented at the meeting: Australia, India, Japan, Malaysia, New Zealand, the Philippines, Korea, and Vietnam. Responses of these nations to major issues are also presented. Chapter Three, "Issues and Themes for the Region," identifies the value of futures studies, the role of forecasting techniques, and the implications of futures studies for education. The latter category includes discussion of organizations, the interaction between political and educational sectors, curriculum, resources, and personnel. The final chapter looks at current learnings and future perspectives, examining interface studies, education and communication, education and employment, education and technology, and the role of UNESCO. Appendices contain the agenda, list of participants, and list of documents. (LP)

ED 259 995 SO 016 715

Pugh, Don; Thompson, Lou
Kids Helping Kids.
PUB DATE- 85
NOTE- 98p.; Some photographs may not reproduce clearly. Published with assistance from the Projects of National Significance Programme of the Commonwealth Schools' Commission, Canberra, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletics; Disabilities; Foreign Countries; Program Descriptions; Secondary Education; *Self Concept; *Self Esteem; Student Alienation; Student Attitudes; *Student Participation; Student Projects; *Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *Australia

Because good self-concept among children is closely linked to successful learning, an Australian school developed a school-wide program to raise children's self-esteem. The project focused on working with autistic children and a relay cycle and run between Perth and Adelaide. This paper details the process of developing and carrying out the project. The preface gives the background for the program. Topics covered in the body of the paper include: (1) the introduction of the relay in 1983; (2) planning; (3) sponsorship; (4) organization; (5) curriculum planning; (6) the cycle; (7) the run; (8) the grand finale; (9) outcomes; and (10) conclusion. Each step of the process, from the original idea for the program on, is covered in detail. Failures as well as successes are described. A bibliography is included, as well as appendices which cover the results from a self-concept inventory administered before and after the program. These results indicate substantial improvement in students' self-esteem. (IS)

ED 260 022 SP 025 743

Kissinger, Pat, Comp.
Physical Education Research Reference Sources.
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Higher Education; Library Collections; Library Guides; *Physical Education; *Reference Materials

This guide on physical education research reference resources was compiled for the use of physical education students and teachers. While it was written to be used by Northern Illinois University library users, much information may be useful to all physical education students who would be doing research using standard basic reference sources available in many libraries across the country. Information is included on: (1) physical education research reference sources; (2) how to locate publications on physical education in the University of Oregon microfiche collection; (3) library computer systems; (4) on-line computer searching; (5) how to use ERIC; (6) the selected test review sources; (7) the Social Science Citation Index; (8) how to locate education statistics; and (9) the location of library materials when not on proper shelves. (JD)

ED 260 144 UD 024 325

Yzaguirre, Raul
Statement on the Immigration and Naturalization Service Implications for Hispanics before the House Subcommittee on Immigration, Refugees, and International Law.
National Council of La Raza, Washington, D.C.
PUB DATE- 27 Mar 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; Federal Programs; *Hispanic Americans; Immigrants; *Law Enforcement; *Program Effectiveness; Public Agencies; Undocumented Immigrants
IDENTIFIERS- *Immigration and Naturalization Service; Immigration Law; *Service Providers

The National Council of La Raza applauds the recent efforts of the Immigration and Naturalization Service (INS) to increase its overall effectiveness by changing its organizational structure, modernizing its information systems, and improving its public image. However, in a number of important areas, the INS still faces grave problems. While overall reductions in backlogs have been achieved, certain INS districts still suffer through long delays associated with continuing backlogs. In general, INS public service suffers from lack of adequate funding, staffing, and training. Irrespective of the past two years' changes in management strategy, there is no substitute for increases in funding for INS service and outreach activities. Another critical concern of the Hispanic community is the issue of differential treatment of Hispanics in the administration of immigration laws. While only 60 percent of the undocumented immigrants in the United States are Hispanic, over 90 percent of persons apprehended, searched, and expelled are Hispanic. The INS should re-examine the cost-effectiveness of its area control operations, eliminate its overlap and conflicts with other enforcement agencies, and carefully review the Systematic Alien Verification for Entitlements Program. La Raza approves of recent efforts to reform the Office of Professional Responsibility (OPR), but serious faults (such as the lack of cooperation by INS with OPR investigators) persist. Finally, La Raza calls on the INS to recognize and address procedural concerns regarding the current Cuban Adjustment Program. (KH)

ED 260 158 UD 024 359

The Transition Program for Refugee Children, 1983-1984. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 84
NOTE- 13p.; For related document, see ED 245 048.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *English (Second Language); High Schools; *Limited English Speaking; *Mathematics Achievement; Program Effectiveness; *Refugees
IDENTIFIERS- New York (New York); *Transition Program for Refugee Children NY

The second year of operation of the Transition Program for Refugee Children (T.P.R.C.) is evaluated in this report. The program provides classes in English as a Second Language (E.S.L.) or content area instruction with an E.S.L. approach specifically designed to improve students' English language listening, speaking, reading, and writing abilities. The program also attempts to acclimatize students to American life and culture. Available data suggests that T.P.R.C. students are progressing in their knowledge of English syntax and mathematics. Generalizations about progress of the whole group are tentative, due to problems experienced in collecting information. Difficulties were aggravated further by the late receipt of funds. A further problem was that of identifying refugee students. The Immigration and Naturalization Service decides who should be awarded refugee status, but there is no accepted definition of refugee. (RDN)

ED 259 981 SO 016 695

Kealey, Robert J.
Everyday Issues Related to Justice and Other Gospel Values.

National Catholic Educational Association, Washington, D.C.
PUB DATE- 84
NOTE- 82p.; For related document, see SO 016 696.
AVAILABLE FROM- NCEA Publication Sales, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Catholics; *Catholic Schools; Christianity; Curriculum Development; Educational Policy; Elementary Education; *Justice; Learning Activities; Parochial Schools; Peace; *Religious Education; Student Educational Objectives; Student Projects; Teaching Guides; Teaching Methods; Values; *Values Education

This manual presents situations that occur in the lives of most children and suggests to the teacher related activities which might cause students to reflect on the deeper meaning and significance of the situations. It seeks to make the teacher, and thus students, aware of the fact that peace, justice, and other value issues are part of daily living. There are 31 lessons included, all of which are designed to be used whenever the appropriate situation comes up rather than in a fixed order, as well as two chapters addressed to the teacher which focus on the importance of values education and how to use these lessons. The lesson situations include: new students in class, culturally different students, the elderly, handicapped people, stealing, learning that a friend has stolen something, cheating in school, helping another student cheat, disagreement with a friend, unemployment, academic and athletic competition, the meaning of death, right to life, television commercials, destruction of property, the throw-away society, waste of food, assemblies, care of pets, loss of one's home through a disaster, embarrassing sickness, lack of volunteers, examination period, food drive, operation rice bowl, poking fun at other students, unkind nicknames, mimicking a physical handicap, school service project, Martin Luther King Day, and inaccurate language. Each activity includes the value to be taught, background, objective, and specific activities for primary and upper level students. (IS)

ED 260 039 SP 026 277

Wilson, Garfield W.
The Florida Master Teacher Program.
PUB DATE- Apr 85
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Master Teachers; Merit Pay; *State Standards; *Teacher Certification; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- *Florida Master Teacher Program

The Florida Master Teacher Program has added two new levels of certification for teachers: the associate master teacher and the master teacher. Only the associate master teacher level has meaning during 1984-85 since one must have been an associate master teacher for three years before becoming a master teacher. To become an associate master teacher, the applicant must meet certain eligibility criteria and earn a superior classroom performance evaluation and a superior score on a subject area examination, if one is available. Specific requirements of the program include four years of teaching experience and current full-time employment in a Florida school district. Applicants must score at or above the 75th percentile on both the subject area examination and performance evaluations. Six subject area specialty examinations of the National Teacher Examination are used. Performance evaluation is conducted by the applicant's building principal and one other certified observer. All performance observers are trained and certified in a measurement system that meets stringent criteria determined by the State Board of Education. Merit pay awards are given for both associate and master teacher certification. (JD)

ED 260 071 SP 026 451

Hart, Ann Weaver
Formal Teacher Supervision by Teachers in a Career Ladder.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Career Ladders; Differentiated Staffs; Improvement Programs; Leadership Responsibility; School Districts; Secondary Education; Staff Development; *Teacher Supervision
IDENTIFIERS- *Beginning Teacher Induction

An investigation was made of a school district career ladder plan that includes formal responsibility for the supervision, mentoring, and professional growth of the novice/probationary teachers in the schools as a direct part of teacher leader responsibilities. The district career ladder attempts to address greater initial teaching success, organizational support for professional contact, a collaborative setting and structure to support it, the separation of summative and formative evaluation, training in clinical supervision, and the development of an ethos of improvement. District level data for establishment of environmental setting and influence included written documents and a sample frame of twent[illegible] interviews with key personnel. School level data were gathered [illegible]m teacher leaders, probationary teachers, and administrators from the two junior high schools in the district. A description of career ladder teacher activities includes discussions on how the plan functions, the responsibilities of leader teachers, clinical supervision activities, relationships among the participants, problems encountered, and successes achieved. (JD)

ED 260 087 TM 850 395

Gooding, C. Thomas; And Others

The Identification, Definition, and Measurement of Key Variables in Wait Time Research.

PUB DATE- Apr 84
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (French Lick Springs, IN, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Classroom Research; *Discussion (Teaching Technique); Elementary Secondary Education; Higher Education; Literature Reviews; Measurement Equipment; Predictor Variables; *Questioning Techniques; *Reaction Time; *Research Design; Research Needs; Science Instruction; *Teacher Response; Teacher Student Relationship; *Time Factors(Learning)
IDENTIFIERS- *Wait Time

Wait time, or the pauses between questions and responses, has been demonstrated to be an important factor influencing classroom learning. This paper reviews the key variables that have emerged in wait time research over the past 20 years. Progress in defining and measuring wait time has resulted in improved methodology for wait time research. Teacher training procedures have been improved through the use of several techniques, including modeling, pause feedback teaching aids, and strategies for modification of traditional classroom recitations, which lead to inquiry-based guided discussions and interactional dialogue patterns. Further research is needed to measure the effects of pauses and interaction patterns on affective transactions in the classroom. Research linking wait time variables with achievement outcomes is also needed. (GDC)

ED 260 102 TM 850 424

Michigan Educational Assessment Program Handbook, 1984-85.
Michigan State Board of Education, Lansing.
PUB DATE- 84
NOTE- 104p.; For the 1983-84 handbook, see ED 246 112. Small print in figures 1 through 6 and throughout Appendix B.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Mathematics Achievement; *Minimum Competency Testing; Needs Assessment; Reading Achievement; *State Programs; Test Construction; *Testing Programs; *Test Results; *Test Use
IDENTIFIERS- *Michigan Educational Assessment Program

As part of the Michigan Educational Assessment Program (MEAP), minimum competency tests of reading, mathematics, and communication skills are administered annually to fourth, seventh, and tenth grade students in Michigan. Results are calculated for each of the desired objectives. Data are also collected on students' reading habits. MEAP test results which should be used to improve student achievement, may be communicated to different audiences. At the school level, MEAP results may be used to improve teaching, raise staff expectations, review student needs, and plan for educational change. At the level of the individual student, individuals' skills and weaknesses are identified. At the school district level, officials should provide direction to school staff, relate the test results to the district program, and communicate results to the school board and the community. Appendices include (1) six sample assessment report forms, with full explanations; (2) educational objectives and sample test items for each grade level; (3) a list of items measuring each objective at each grade level; (4) a brief discussion of eight factors which promote student achievement; (5) a guide to the Individual Student Report; and (6) a list of additional resources. (GDC)

ED 260 117 TM 850 442

Goodison, Marlene

Testing the Basic Competencies of Teacher Education Candidates with the Pre-Professional Skills Tests (PPST).

PUB DATE- 31 Mar 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Admission Criteria; College Entrance Examinations; Criterion Referenced Tests; Higher Education; Mastery Tests; *Minimum Competency Testing; Program Evaluation; Tables (Data); *Teacher Certification; Teacher Education; *Teacher Evaluation; Teacher Selection; *Test Construction; Testing Programs; *Test Use; Test Validity
IDENTIFIERS- Educational Testing Service; *National Teacher Examinations; *Pre Professional Skills Test; Test Batteries

The Pre-Professional Skills Tests (PPST), was developed at Educational Testing Service at the request of the National Teachers Examination Policy Council. The battery of three tests is designed to provide objective, standardized measures of basic proficiency in reading, mathematics, and writing. The steps in the test development process of this battery are described. The PPST is used by institutes of higher education to assess candidates for teacher training programs. The battery is used by some states for initial certification of teachers. Several school districts use the PPST for teacher selection. Passing scores are established with a local standard setting study. Tables illustrate the distribution of test scores for all first time PPST examinees. The percentage of examinees who would fulfill requirements for initial certification, or program entry, by subgroups is displayed in table format. Appendices provide lists of PPST users and undergraduate major fields of study. (DWH)

ED 259 908 SE 045 879

Albrecht, Andreas; And Others

Your Career and Nuclear Weapons: A Guide for Young Scientists and Engineers.

California Univ., Santa Barbara. Inst. for Theoretical Physics.
PUB DATE- Jan 85
NOTE- 34p.; Prepared by the Santa Barbara Study Group.
AVAILABLE FROM- Peace Resource Center of Santa Barbara, 331 North Milpas #F, Santa Barbara, CA 93103 ($2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *College Science; *Engineering; Engineering Education; Federal Programs; Government Role; Higher Education; *Industry; Nuclear Physics; *Nuclear Technology; *Nuclear Warfare; Research and Development; Science Careers; Science Education; *Sciences; Universities
IDENTIFIERS- *Nuclear Weapons

This four-part booklet examines various issues related to nuclear weapons and how they will affect an individual working as a scientist or engineer. It provides information about the history of nuclear weapons, about the weapons industry which produces them, and about new weapons programs. Issues are raised so that new or future graduates may make their own decisions about how their skills are used in science and engineering. The first part provides introductory comments. The second part provides a brief history of the arms race, listing arms control treaties. The third part examines military programs in industry and the university. A geographic chart showing the military-industrial complex in the United States is included (with regional statistics for top defense contractors, dollar awards, weapon systems produced, numbers of defense-related jobs, and members of Congressional armed services committees). Also included is a list of universities receiving top Department of Defense contracts. The fourth part examines future developments, going from MX to "star wars." Lists of suggested readings and organizations which help find non-military science/engineering employment are included in appendices. (DH)

ED 259 953 SE 045 936

Ivins, Jerry Edward
A Comparison of the Effects of Two Instructional Sequences Involving Science Laboratory Activities.
PUB DATE- 85
NOTE- 143p.; Ph.D. Dissertation, University of Cincinnati.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Concept Formation; Conventional Instruction; *Discovery Learning; Grade 7; Junior High Schools; *Retention (Psychology); Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- Science Education Research

This study attempted to determine if students learn science concepts better when laboratories are used to verify concepts already intorduced through lectures and textbooks (verification laboratories or whether achievement and retention are improved when laboratories are used to introduce new concepts (directed discovery learning laboratories). The study specifically examined whether seventh-grade earth science students (N=103) introduced to science concepts through laboratory exercises, followed by textbook readings and classroom discussions, learned and retained these concepts better than students who had the concepts introduced through textbook readings or teacher lectures followed by verification laboratories, and if these students also had a stronger preference for science than the latter group of students. Results indicate that students did experience greater achievement and retention when directed discovery learning laboratories were used to introduce new concepts than they did when the same concepts were taught using the laboratory activities for verification. The difference in preference for science between experimental and control groups was not significant. (Author/JN)

ED 260 008 SO 016 736

Smolucha, Larry W.; Smolucha, Francine C.
The Creative Process in Art: An Interdisciplinary Perspective by an Artist and a Psychologist.
PUB DATE- 6 Jun 83
NOTE- 16p.; Paper presented at the International Conference on Psychology and the Arts (Cardiff, United Kingdom, September 5-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; Artists; Children; *Creative Art; Creative Expression; Creativity; *Definitions; *Interdisciplinary Approach; Play; Psychologists; *Psychology; Symbolism; Visual Arts
IDENTIFIERS- Analogy; Isomorphism

A perspective on artistic creativity developed by an artist and a psychologist is presented. The artist approaches art as a semiotic system built upon relations between visual isomorphisms. The psychologist is concerned with the origins of analogical thought in children's symbolic play and its possible maturation into a component of adult creativity. The paper is divided into two parts. In the first part the artist presents his aesthetic rationale and outlines the creative process. The focus is on the role of isomorphisms in visual art, both historically and in the artist's own work. In the second part of the paper, the psychologist discusses the artistic manipulation of isomorphisms as a theoretical construct in psychology. The concept of isomorphisms is placed into a larger theoretical perspective that studies creativity as a maturation of children's symbolic play. It is suggested that the ability to perceive and manipulate isomorphisms originates in children's symbolic play and matures into an important comoonent of adult creativity. Preliminary findings of an instrument designed to measure creativity and aspects of symbolic play are presented. (RM)

ED 260 023 SP 025 794

Slavin, Robert E.

Student Team Learning.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

PUB DATE- 80
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Group Dynamics; *Learning Strategies; Peer Relationship; *Peer Teaching; Self Concept; *Teamwork
IDENTIFIERS- *Student Team Learning

Three Student Team Learning techniques have been extensively researched and found to significantly increase student learning. In Student Teams Achievement Divisions (STAD), teams are made up of high, average, and low performing students of both genders and different racial and ethnic backgrounds. Team members study worksheets, work problems in pairs, take turns quizzing each other, or discuss problems as a group, using any means they wish to master the material. Teams-Games-Tournaments (TGT) uses teams and format similar to STAD; however, students play academic games to show their individual mastery of the subject matter in weekly tournaments. In Jigsaw, academic material is broken down into sections, teams of two master the sections and in turn instruct other team-mates in their areas of "expertise." A case study is presented of a student experiencing the three Student Team Learning techniques. Research evidence is presented on the effectiveness of Student Team Learning in academic achievement and its usefulness in integrating biracial and mainstreamed classrooms. (JD)

ED 260 055 SP 026 380

Martray, Carl R.; Adams, Ronald D.
Stress: Specific Life Events in the Teaching Profession.

PUB DATE- Nov 81
NOTE- 43p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Lexington, KY, November, 1981). For related document, see SP 026 376.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; *Elementary School Teachers; Elementary Secondary Education; Psychological Patterns; *Secondary School Teachers; Social Adjustment; *Stress Variables; *Teacher Attitudes; Teacher Characteristics; *Teaching (Occupation)

This study examined the greatest stressors in teaching situations that affect teachers, and how these events vary for groups of elementary, middle, and secondary school teachers. The list of possibly stressful situations was taken from the Teaching Events Stress Inventory (TESI), developed by Cichon and Koff in 1978. Data were collected from teachers representing 23 school systems who were attending workshops on stress in four different locations. The TESI contained 36 items that were potential stress producing events associated with teaching, using a 7-point Likert-type scale, with "0" indicating a non-applicable item. Questions fell into the general categories of: (1) personal security; (2) management conflict; and (3) teaching tasks. In analyzing results, two means and standard deviations were computed for each of the 36 items: the first set used "0" as a legitimate value and were included in the computations; the second set treated "0" as a missing value, not included in the computations. An analysis is presented of the findings, illustrated by tables. No significant differences were found across grade levels; however, years of teaching experience were a factor. When "0" was included in the computations, highest ranked stressors centered about items pertaining to discipline and misbehavior of students. Omitting "0" responses produced shifts in ranking, with stressors pertaining to personal professional matters becoming the highest rated stressors. (JD)

Report on Three Years' Experimental Work Using Modified Time-Schedules for Native-Language Tuition at the Junior and Intermediate Levels of the Basic Compulsory School, and Recommendations for Measures to be Taken.

National Swedish Board of Education, Stockholm.

PUB DATE- 15 Sep 82
NOTE- 124p.; For related documents, see UD 023 728, UD 024 174-176 and UD 024 240-243.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Educational Policy; Elementary Secondary Education; *Experimental Programs; *Foreign Countries; Government School Relationship; *Immigrants; *Native Language Instruction; *Program Effectiveness; Second Language Instruction; Swedish
IDENTIFIERS- *Sweden

Experimental programs using modified schedules for native-language instruction of immigrant children in Swedish compulsory junior and intermediate schools are described and evaluated in this report. Following background information on school and immigrant statistics, regulations concerning grants, and a list of interim related reports, the report presents the findings on a number of aspects of the research. These include the offerings and organization of local programs, resource administration and allocation, financial considerations, the two organizational program models used, native-language instruction and bilingualism, objectives, enrollment, teachers and teaching materials, Swedish as a second language, teaching English, and dealing with social isolation. It is concluded that both organizational models further student development, that local districts should be allowed more flexibility to deal with their own particular needs, that parents should be provided with more information about opportunities available for minority-language students, and that school personnel need more training in knowledge about immigrants. Appendices contain discussions of the 1970 government decree concerning experimental native-language programs and of the relationship between primary and secondary languages, a description of how a school in a town with many Finnish immigrants tries to counteract social isolation, and the Central Bureau of Statistics' scale for measuring native-language students' proficiency in Swedish. (KH)

ED 260 159 UD 024 360

Clesca, Monique; And Others
Project KANPE, 1982-1983. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 84
NOTE- 61p.; For the 1980-81 and 1981-82 reports, see ED 219 491 and ED 238 988.
GRANT- G00-800-6165
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; *Bilingual Education Programs; Cultural Background; *English (Second Language); Haitian Creole; *Haitians; High Schools; Language Skills; *Limited English Speaking; *Skill Development; Staff Development; Student Attitudes; Student Characteristics
IDENTIFIERS- New York (New York); *Project KANPE

This report describes Project KANPE, a multi-site program. In its final year of a three-year funding cycle, the project served approximately 275 Haitian students of limited English proficiency in grades nine through twelve at three New York City high schools. Ninety-six percent of the target population were born in Haiti and all spoke either Creole or French as their first language. The original program goal was to provide talented Haitian limited English proficiency (LEP) students with the opportunity to gain proficiency in English while continuing to develop their academic skills. The project proposed to use instructional assistants and aides to supplement each school's bilingual services. However, as only one of the schools had a basic bilingual program, at the other two Project KANPE became the basic skills program. Curriculum development, likewise, could only be a major component of the program at one of the schools. At that school, staff development and parent involvement were promoted. Students were assessed in English language development; growth in mastery of the native tongue; mathematics, science, and social studies; attitude toward school and cultural heritage; and attendance. The report ends with ten recommendations for future projects serving similar populations. (RDN)

ED 259 894 SE 045 858

Connecticut Basic Skills Proficiency Test 1982-83. Mathematics, Basic Writing Skills in the Language Arts, Reading. Summary and Interpretations.

Connecticut State Board of Education, Hartford.

REPORT NO.- BRPE-83-13A

PUB DATE- May 83

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Rating; Basic Skills; Educational Assessment; *Grade 9; High Schools; Language Arts; *Mathematics Achievement; *Mathematics Skills; Minimum Competency Testing; *Reading Achievement; *Test Results; Writing Evaluation; *Writing Skills

IDENTIFIERS- *Connecticut

The Connecticut Statewide Basic Skills Proficiency Test is required for all ninth-grade students in Connecticut public schools, vocational-technical schools, and endowed or incorporated high schools and academies. The examination covers basic reading, language arts and mathematics skills. Students who score below the level of expected performance must be retested annually in the nonproficient area(s) until they score at or above the statewide standard. This report describes the testing program and includes sections on: (1) test design; (2) test development procedures; (3) test administration and scoring; and (4) the October 1982 proficiency test results. The average scores of ninth grade students for 1982-83 improved in all areas over the previous year. Mathematics scores, which have been consistently lower than the other skill areas tested, showed the most dramatic improvement over a 2-year period. Summaries for the 1982-83 test results are contained in the appendix. (ML)

ED 259 923 SE 045 894

Sex-Role Stereotyping in Mathematics Education. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 58p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.

AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; Females; Higher Education; Instructional Materials; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Sex Bias; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods

IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) module is designed to increase students': (1) awareness of the existence of sex bias in curriculum materials and in classroom practices; (2) skill in identifying sex-role stereotypes in materials and practices; and (3) skill in counteracting sex bias in instructional materials and practices. It consists of an instructor's text and student materials. The instructor's text provides specific directions for guiding the lessons and commentary designed to help teachers build positive mathematics attitudes. The format is one of "facing pages" whereby the right-hand page provides step-by-step teaching directives and the left-hand page provides teaching insights, other options of instruction, and psychological or attitudinal strategies, when appropriate. Space for the instructor to add notes about a particular point in the lesson or about teaching experiences with the class (for future reference and use) is also provided on the left-hand page. When there is no commentary applicable to the points in the lesson, the entire left-hand page has been alloted to "notes." Student materials include various worksheets, assignments, and readings which focus on such areas as views of females and males in mathematics curriculum materials and the content analysis of mathematics textbooks. (JN)

ED 259 967 SO 016 639

Before Social Science: The Roots of Economics, Psychology, and Sociology in Philosophy and History. Summer Institute 1983. Final Report.

Bard Coll., Annandale-on-Hudson, N.Y.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 83

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Economics; High Schools; *Inservice Teacher Education; Institutes (Training Programs); Instructional Improvement; Intellectual Disciplines; Intellectual History; *Philosophy; Primary Sources; Program Descriptions; Program Evaluation; *Psychology; *Social Sciences; *Sociology; Summer Programs

IDENTIFIERS- *Historical Background

Described is a summer institute designed to teach high school teachers about the philosophical and historical roots of the three social science disciplines of economics, sociology, and psychology. During the institute, participants read and discussed the primary works by the most important philosophers and writers of Western civilization. It was hoped that familiarity with these classic works would encourage the teachers to move away from secondary sources to primary sources in their classes. The first three weeks of the institute were divided among the disciplines of economics, psychology, and sociology and stressed their historical underpinnings; the fourth week was devoted to philosophical and curricular issues affecting all three disciplines. Background information and class schedules are provided for each of the sessions. Evaluations of the institute showed that the institute not only broadened teachers' understanding of the disciplines and their contemporary applications, but also clarified the critical connections among the disciplines. Teachers were able to apply not only broad concepts but specific lectures and readings to their high school programs. (RM)

ED 259 996 SO 016 716

Stevens, Lawrence A.
Thinking Tools: A Young Person's Guide to Problem Solving. Thirty-seven Tools for Solving Problems.
REPORT NO.- ISBN-0-89550-223-2
PUB DATE- 84
NOTE- 73p.
AVAILABLE FROM- Stevens & Shea Publishers, P.O. Box 794, Stockton, CA 95201 ($6.50 each; classroom sets and kit for 25 students, $17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Critical Thinking; Decision Making; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Instruction; *Problem Solving; Science Instruction; Secondary Education; *Skill Development; Social Studies; Teacher Developed Materials

Resources that will help secondary students become more effective problem solvers are provided. The book describes techniques or tools and an overall strategy for solving problems. Throughout the book there are exercises that enable the student to practice the techniques. The first chapter provides an overview of the problem solving process. Chapter 2 discusses how to decide whether or not to solve a problem. Chapter 3 deals with ways of analyzing problems, e.g., basic questions, comparisons, and finding patterns. Ways of defining a problem is the focus of chapter 4. In chapters 5 and 6 students learn about strategies for generating solutions and how to decide which solution is best. Chapter 7 contains tools for working effectively with others. Tools for putting solutions to work, e.g., time-task schedule and diagram models, are discussed in chapter 8. Ways of evaluating the progress of solutions are examined in chapter 9. The concluding chapter contains some problems to tackle. A classroom kit that accompanies the book provides exercises that apply to social studies, language arts, science, and math. (RM)

ED 260 145 UD 024 326

Yzaguirre, Raul
Testimony on the Immigration Reform and Control Act of 1985 (S. 1200) before the Subcommittee on Immigration and Refugee Policy, Committee on the Judiciary, United States Senate.
National Council of La Raza, Washington, D.C.
PUB DATE- 17 Jun 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Equal Opportunities (Jobs); Federal Legislation; *Hispanic Americans; *Immigrants; *Labor Legislation; Law Enforcement; Minority Groups; Public Policy; *Social Discrimination; *Undocumented Immigrants
IDENTIFIERS- Guest Workers; *Immigration Law

The National Council of La Raza's opposition to the Immigration Reform and Control Act of 1985 (S. 1200) is explained in this paper, which was presented as testimony before the Senate Subcommittee on Immigration and Refugee Policy. Three provisions of the proposed bill are analyzed: employer sanctions, legalization, and guestworkers. First, the paper asserts that employer sanctions would lead to increased employment discrimination against Hispanics, and that, furthermore, S. 1200's omission of a uniform verification process and strong, effective anti-discrimination provisions would undermine the bill's effectiveness and political viability. Tne targeted enforcement of existing labor laws is proposed as a better deterrent to the hiring and exploitation of the undocumented. Secondly, it is predicted that, even if S. 1200's proposed "triggered" legalization program were implemented, it would not substantially reduce the undocumented population. It is proposed that the legalization program be restructured along the lines of the Roybal bill (H.R. 4909). Third, La Raza's opposition to the expansion of guestworker programs is clarified. The importation of large numbers of foreign workers, it is argued, is inimical to the legislation's supposed purpose of protecting domestic jobs and may actually encourage illegal immigration. Other problems with S. 1200 are outlined, and implications of data regarding the general public's ambivalence to immigration issues are discussed. Four attachments, all originating with La Raza, provide research findings that support the paper's major points. (KH)

ED 259 938 SE 045 911

Blosser, Patricia E.
A Review of "Research Within Reach: Science Education." ERIC/SMEAC Science Education Digest Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.; For "Research within Reach," see ED 247 148.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Evaluation; Higher Education; *Learning; Microcomputers; *Science Course Improvement Projects; *Science Education; *Science Instruction; Student Attitudes; Teacher Education; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Science Education Research

This digest provides information about "Research Within Reach: Science Education. A Research-Guided Response to the Concerns of Educators," part of a series produced by the Appalachia Educational Laboratory, Inc., Charleston, West Virginia. (Previous volumes in the series focused on reading, elementary mathematics, oral and written communication, and secondary school mathematics.) This information includes: (1) aim of the research within the series and document format; (2) topic areas considered in the four sections of the document (science education curriculum and goals, teaching and learning, a context for science education, and perspective papers); (3) comments on the document's eight chapters; and (4) concluding comments about the document along with several caveats. (JN)

ED 260 009 SO 016 737

Stratton, Valerie N.; Zalanowski, Annette
Imagery, Music, Cognitive Style and Memory.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cerebral Dominance; Cognitive Processes; *Cognitive Style; Higher Education; *Imagery; *Memory; *Music; Psychological Studies; Psychology
IDENTIFIERS- Brain Hemispheres

Paired associate memory was tested with imagery and repetition instructions, with and without background music. Subjects were 64 students enrolled in an introductory psychology course. Music was found to have no effect with imagery instructions, but significantly improved performance with the repetition instructions. Music had different effects on the relationship between cognitive style and imagery in the two instruction conditions. Imagery and right hemisphere scores were negatively correlated when music was used with repetition, but positively correlated when music was used with imagery instructions. The results support Bakan's distinction between raw, right hemisphere imagery and cooked, left hemisphere imagery. (Author/RM)

ED 260 040 SP 026 278

Wubbels, Theo; And Others

Discipline Problems of Beginning Teachers, Interactional Teacher Behaviour Mapped Out.

PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Environment; Classroom Techniques; *Discipline Problems; Secondary Education; *Student Behavior; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- Questionnaire for Interactional Teacher Behavior

A model of teacher behavior and interaction with students was designed using the results of the Questionnaire for Interactional Teacher-behavior (QUIT). Responses were obtained from 91 teachers and 2407 secondary school students. The questionnaire measured teacher behavior, as seen by the teacher and by the students, on scales that ranged from dominance to submission and opposition to cooperation. Case studies were investigated using this model of teacher behavior and teacher-pupil interaction, and these studies resulted in "maps" of interactional teacher behavior and teacher-pupil interaction that illustrated the over-all environment of the classroom. Discussion is presented about modification of teacher behavior and attitudes during the professional career, from beginning teacher to more experienced teacher. The teachers' ability to create a favorable working climate is explored. Two types of disorderly classroom situations and accompanying teacher behavior are described. One involves an aggressive and confrontational teacher dealing with an unruly classroom, the other a cooperative and tolerant teacher dealing with a similar situation. (JD)

ED 260 072 SP 026 458

Metcalfe, Randall E.
An Analysis of Isotonic and Isokinetic Strength-Training Methods and Techniques.

PUB DATE- Jun 85
NOTE- 46p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Athletes; *Athletic Equipment; Biomechanics; *Exercise Physiology; Kinetics; *Muscular Strength; Physical Development; Secondary Education; *Training Methods
IDENTIFIERS- Isokinetics; Isotonic Strength

This annotated bibliography documents traditional isotonic strength training and nontraditional isotonic strength training (isokinetics) to aid the athletic coach in deciding which type and scheme of training will best develop strength. A glossary of terms is provided. Appendices include muscle action charts and tables, body position charts, a cost of equipment table, and a graph illustrating the theoretical resistance provided by various pieces of equipment. A brief commentary on the materials compares research findings on the effectiveness of the two methods of strength training. (JD)

ED 260 088 TM 850 400

Lewis, Mary E.
Investigation into the Use of Time in Program Evaluation at a School District's Department of Research and Evaluation.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Organizational Communication; Organizational Objectives; *Program Evaluation; Research Design; School Districts; School Effectiveness; *Time; Time Management
IDENTIFIERS- *Evaluation Problems; Meta Evaluation

Use of time was investigated in program evaluations conducted by a school system's department of research and evaluation. All evaluation designs developed in the department's bureaus for the 1983-84 school year were examined, and key staff coordinating each evaluation bureau were interviewed. How time was scheduled in each design, and then how time was used in carrying out evaluations were examined. Findings identified key variables that, in early stages of evaluation, may contribute to subsequent non-utilization of evaluation information. Timeliness as a prerequisite factor was established as a necessary but not sufficient condition for utilization of evaluation information. It also appeared that the research and evaluation department's goals were ambiguous and that staff roles were also unclear. (Author/GDC)

ED 260 103 TM 850 425

Gray, Peter J.

Method Assistance Report. Research on Evaluation Program Paper and Report Series No. 104.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NWREL-PRS-104
PUB DATE- Nov 84
NOTE- 187p.; Portions of appendices contain small type.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Cost Effectiveness; Educational Research; Elementary Secondary Education; *Evaluation Methods; Information Dissemination; *Microcomputers; *Professional Continuing Education; Program Evaluation; *Research and Development Centers; Research Projects; Transparencies; Workshops
IDENTIFIERS- *Evaluation Research; *Northwest Regional Educational Laboratory; Policy Analysis

Northwest Regional Educational Laboratory's (NWREL) Research Evaluation Program provides assistance to educators based on its research, development, testing, and training activities concerning new methodologies for educational evaluation. This report describes the assistance provided to educational practitioners in 1984 through support materials, consultation, and direct training. New method assistance focused on microcomputer use in evaluation; several publications were provided. A number of aids were provided to practitioners interested in cost analysis and in policy analysis. Training programs focused on microcomputer use in evaluation and cost analysis. Over 150 pages of this document are divided among four appendices: (1) Cost Communiques, a NWREL newsletter describing research in cost analysis; (2) materials for a workshop using microcomputers in evaluation and assessment; (3) visual aids to accompany a presentation on microcomputers; and (4) materials and visual aids for a cost analysis workshop. (GDC)

ED 260 118 TM 850 444

Bhushan, Vidya
Relationship of Teacher Attitude to the Environment of His/Her Class.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attitude Measures; *Classroom Environment; Educational Environment; Factor Analysis; Factor Structure; Foreign Countries; Predictive Measurement; Secondary Education; Student Attitudes; Student Behavior; *Teacher Attitudes
IDENTIFIERS- Canada; *Learning Environment Inventory; *Minnesota Teacher Attitude Inventory

The relationship between a teacher's attitude and the environment of his or her class was examined. The research was designed to determine the effects of the learning environment on the academic achievements of students. This research measured teacher attitudes with the Minnesota Teacher Attitude Inventory (MTAI). Students' perceptions of the learning environment were measured by the Learning Environment Inventory (LEI). Data collected from 414 secondary school teachers and their students were factor-analyzed. The study revealed that a relationship does exist between teacher attitude and the learning environment of his or her class. It was found that authoritarian, pessimistic, repressing, reproachful evaluations of the students by the teacher will create friction, favoritism, and dissatisfaction in the class. This negative classroom environment will reduce learning in most areas. (DWH)

ED 259 895 SE 045 861

Federal Organization for Technological Innovation. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Eighth Congress, Second Session (June 7, 12, 13, 14, 1984). No. 127.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 85

NOTE- 576p.; Document contains several pages of marginal legibility.

LANGUAGE- English

EDRS Price - MF02/PC24 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Aid; *Federal Legislation; Federal Programs; *Government Role; Hearings; Industry; *Manufacturing Industry; Needs Assessment; *Technological Advancement; *Technology

IDENTIFIERS- Congress 98th; *Proposed Legislation

These hearings focused on a number of bills that, in various degrees, call for new organizational arrangements in the federal government, for a stronger role in technological innovation. The central question addressed was whether the advancement of American technology needs the active participation of the federal government, be it in the currently highly visible, high technology sector or in the more traditional smokestack industries that much of the country relies on. Two of the bills propose the establishment of a new agency to be known respectively as either the National Technology Foundation or the Advanced Technology Foundation. Both bills would create or bring together programs closely related to technology development. They would also establish a number of new programs, but basically they would give a strong push to government support for research and development aimed at fostering technology to the point where commercialization would take over. Two other bills would instead initiate major studies of the entire question of industrial competitiveness. These proposals take the view that decisions should not be made until additional consensus is reached. Other lesiglative proposals would target federal support on technology for the manufacturing sector. Witnesses included congressional representatives, officials of U.S. government agencies, and representatives from industry. (JN)

ED 259 909 SE 045 880

Fennell, Francis, Ed.

The Research Council for Diagnostic and Prescriptive Mathematics 1983 Research Monograph. Selected Papers from the Sixth, Eighth and Ninth Annual Conferences on Diagnostic and Prescriptive Mathematics (Tampa 1979, Hershey 1981, and Buffalo 1982).

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

REPORT NO.- ISBN-0-940466-08-2

PUB DATE- 83

NOTE- 141p.

AVAILABLE FROM- RCDPM Headquarters, 441 Beryl Dr., Kent, OH 44240.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Collected Works - General (020)

DESCRIPTORS- Cerebral Dominance; *Diagnostic Teaching; Diagnostic Tests; Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; *Problem Solving; Secondary School Mathematics; *Teaching Methods; Testing

IDENTIFIERS- *Mathematics Education Research

Papers from three annual conferences of the Research Council for Diagnostic and Prescriptive Mathematics are presented. They are: "The Mathematics Clinic Model: Parents as Clinicians and their Effect on Achievement, Attitude, and Self-Concept" (Lee Wise and Janet Scheer); "Heterogeneous versus Homogeneous Item Arrangements in Mathematics Testing" (John Engelhardt, Linda Oldaker, and Leonard Cahen); "Testing Mathematical Problem Solving" (Thomas Romberg, Kevin Collis, and Mirad Jurdak); "A Model and Sequence for Diagnostic Instruction in Problem Solving" (Francis Fennell); "The Validation of a Criterion-Referenced Test of Rational Number Concepts and Skills" (Barbara Sadowski); "An Exploration: White and Clark's Test of Inclusion Applied to Ex Post Facto Learning Data" (Bob Underhill); "Brain Hemispheric Considerations for a Developmental Appproach to Diagnosing Mathematics Concepts for Children" (Janice Flake); "Doing it Their Way: Some Child-Methods in Mathematics" (Lesley Booth and Kathleen Hart); "Diagnostic and Prescriptive Instruction Applied to Teaching Mathematically Talented Students" (Kevin Bartkovich); "Linguistic Aspects of More/Less and Dimensional Adjectives Relevant to Diagnosis and Instruction" (Carol Novillis Larson); "Improving Computation--A look at Estimation and Approximation as Significant Elements in Achieving Understanding and Correctness" (Douglas Crawford); and "Strategies for Diagnosing and Enhancing Learning of Place-Value Concepts" (Bob Underhill). (JN)

ED 259 954 SE 045 946

Stevenson, Wayne

Personnel Requirements, Education, and Training for Civilian Nuclear Activities, 1984-2000. Executive Summary.

Oak Ridge Associated Universities, TN. Manpower Education, Research, and Training Div.

SPONS. AGENCY- Department of Energy, Washington, DC. Nuclear Energy Office.

REPORT NO.- ORAU-231

PUB DATE- Oct 84

NOTE- 31p.

CONTRACT- DE-AC05-76OR00033

AVAILABLE FROM- National Technical Information Service, U.S. Dept. of Commerce, 5285 Port Royal Road, Springfield, VA 22161.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Employment; *Employment Projections; Engineering Education; *Engineers; *Industry; *Nuclear Energy; *Paraprofessional Personnel; Science Education; *Scientists; Training

IDENTIFIERS- *Nuclear Industry

This report provides projections of the employment of scientists, engineers, technicians, and other occupations for the civilian nuclear industry through the year 2000. Low, medium, and high projections are provided. In all cases, a substantial number of job openings are anticipated to fill needs created by employment growth, retirement, death, and occupational mobility. The expected adequacy of supply to fill these positions is assessed after taking into account projections of college enrollments and degrees along with competing labor demand from nuclear defense, defense waste management, weapons development, non-nuclear defense activities, and other highly technical industries. The likelihood for shortages is high in certain fields. Positions for engineers (particularly nuclear engineers), health physicists, health physics technicians, and electronic technicians will be the most difficult to fill. (Author)

ED 259 982 SO 016 696

Kealey, Robert J., Ed.; Reck, Carleen, Ed.
Directions for Justice/Peace Education in the Catholic Elementary School.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 50p.; For related document, see SO 016 695.
AVAILABLE FROM- NCFA Publication Sales, Suite 100, 1077 30th St., N.S., Washington, DC 20007-3852 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Catholics; *Catholic Schools; Christianity; *Curriculum Design; Curriculum Development; Curriculum Guides; Educational Philosophy; Educational Policy; Elementary Education; Global Approach; Inservice Teacher Education; *Justice; Parochial Schools; *Peace; *Religious Education; Student Educational Objectives; Student Projects; Teacher Education; Teaching Methods; Values; Values Education

This booklet is designed to help educators in Catholic schools integrate the teaching of justice and peace education into the elementary school curriculum. Chapter I deals with the nature of justice and peace education, its basis in Catholic teaching, special considerations for teachers, the need to begin such teaching in elementary schools, and the need for a global approach. Chapter II deals with implementing faculty development and includes suggestions for inservice education and faculty development resources. Chapter III is divided into two sections, one dealing with curricular approaches and the other with special opportunities. Curricular approaches include the addition of subjects, units, or lessons; the infusion method, which concentrates on student activities; and the integration approach, which includes opportunities for justice and peace activities throughout the school's activities. Special opportunities include teachable moments; awareness activities such as worship, speakers, and days of awareness; service projects; and family involvement. Resources for each of these approaches are included. Chapter IV is designed to assess the school's progress as a peaceful and just institution by critiquing learning materials and examining school structures. Appendices include a discussion of justice and peace concepts and a list of resource organizations. (IS)

Bradley, Banks
Thinking about Self in the Role of a Teacher. As reported from Graduates of An Alternative Teacher Education Program: The Multiple Perspectives Teacher Education Emphasis Area.
PUB DATE- 27 Feb 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Objectives; *Field Experience Programs; Higher Education; *Methods Courses; Preservice Teacher Education; *Program Attitudes; *Program Evaluation; *Student Teachers; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Teacher Candidates

The Multiple Perspectives Teacher Education Emphasis Area at Michigan State University was designed to integrate teacher candidates' field experiences with the instruction from the methods courses. Field instructors were informed about the specific methods, content, and procedures. Some methods courses were taught within the field setting and included demonstration lessons with children taught by the methods instructors. Methods instructors also participated in the supervision and feedback to the teacher candidates as they progressed through field experiences. To document progress by the teacher candidates, a formative program evaluation system used pre/post surveys and interviews with the candidates, and comprehensive reports described their accomplishments. Reviews of progress were also conducted informally to identify particular needs of the candidates. The usual evaluation processes for each methods course was used by each instructor--i.e., examinations, reports etc., and reflection papers were written by the candidates. This paper summarizes some of the data which illustrate how graduates thought about their role as a teacher. Pre/post survey results are discussed, and interview data is illuminated by quotations from the candidates. Some reflections are included on the goals and content of teacher education. (JD)

ED 260 056 SP 026 381

Adams, Ronald D.
Teacher Education Evaluation: The Western Kentucky University Approach.
PUB DATE- Apr 81
NOTE- 28p.; An address given before the Faculty and Staff of Glassboro State College (Glassboro, NJ, April, 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Methods; *Graduate Surveys; Higher Education; *Longitudinal Studies; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Schools of Education; *Teacher Education Programs
IDENTIFIERS- Teacher Preparation Evaluation Program

The Teacher Preparation Evaluation Program (TPEP) was begun at Western Kentucky University in 1972. The TPEP is a longitudinal follow-up of teacher education graduates to obtain data on selected variables determined from the review of research literature on teacher effectiveness. It is a product centered evaluation system that emphasizes objective and quantifiable data collected from multiple sources. The evaluation begins while the student is still in the preservice program and continues after he or she enters the teaching profession. Data are collected from participants during student teaching and near the end of their first, third, and fifth years of teaching. A description is given of the implementation of the TPEP and of evolutionary changes made in its application. Examples of findings are summarized and interpreted. Included in general comments on the TPEP are the following suggested considerations for a successful evaluation system: (1) it must have the support of the administration of the institution; (2) there must be realistic resources allocated to it and a support system available for it; (3) logistical considerations in designing the system should include sampling procedures and location of students; and (4) cooperation, collaboration, and networking to include consortia arrangements should be considered in conducting evaluation studies. (JD)

ED 260 073 SP 026 460

Ellis, Rulon; And Others
Collaborative Staff Development--A System that Works.
Idaho State Univ., Pocatello.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Inservice Teacher Education; Long Range Planning; Needs Assessment; Program Development; Resource Allocation; *School Districts; *Schools of Education
IDENTIFIERS- Idaho; *League of Schools ID

The League of Schools is a staff development consortium currently consisting of 11 Southeastern Idaho School districts and the College of Education at Idaho State University (ISU). The primary purposes of the League are to provide a structure and process for systematically identifying with specificity school district personnel training needs and the appropriate resources to meet these needs. Equally important is that the process provides the school districts and the College of Education with the information necessary to engage in long range planning as it relates to effectively integrating needs and resources in the area of staff development. School districts and the university work cooperatively to pool resources for staff development. Formal access to the ISU College of Education is available for districts' professional development needs. Technical assistance is also given to school districts in all areas of staff development: long range planning, personnel training, program management, and evaluation. Two attached brochures outline features and organization of the consortium approach to professional development. (JD)

ED 260 133 UD 023 728

Immigrants and the Education System. An Action Programme for the Work of the National Board of Education in Connection with Immigrant Affairs.

National Swedish Board of Education, Stockholm.

PUB DATE- 6 Sep 79
NOTE- 120p.; For related documents see UD 023 727.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingual Education; *Educational Objectives; *Educational Policy; Educational Resources; Elementary Secondary Education; Foreign Countries; Government Role; *Immigrants; Native Language Instruction; Preschool Education; *Program Development; Second Language Instruction; Teacher Education
IDENTIFIERS- *Sweden

The Swedish National Board of Education's action program for long-term planning of work relating to the teaching of immigrants and minorities is outlined in this report. First, material is presented which describes the background and focus of the program, the immigrant population to be served, and Sweden's general immigration policy as it applies to education. The program's basic premises are described, focusing specifically on the education of youth in compulsory schools and upper secondary schools. Then, educational provisions, laws, and proposals affecting students at the following educational levels are detailed: preschool, compulsory, upper secondary, and adult. Teacher and staff training, inservice training, and research and development are discussed next, and three final sections deal with teaching materials, books and other sources of information, research needs, and the need for cooperation among education and immigration-related authorities and organizations. (KH)

ED 260 160 UD 024 361

Klein, Gillian; King, Edith W.

Resources for Teaching about Anti-Racism and Mutliethnic Education: Recent Outstanding Materials from Britain Selected Especially for American Teachers.

PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Background; Cultural Interrelationships; Curriculum; *Educational Resources; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Immigrants; *Multicultural Education; *Racial Relations
IDENTIFIERS- *Great Britain

This annotated list of resources for teachers is the product of several educators' efforts to promulgate the recent work being done in Britain in multicultural/multiethnic education, world studies, development studies and intercultural perspectives. An introduction cites appropriate texts for discussing race relations in the classroom. Section I, Multiethnic Education and Anti-Racist Teaching: Current Theories and Practice, describes 14 texts, ranging from an account of migrant labor in Europe to a book on print and prejudice. Section II, Curriculum Approaches in Multiethnic Teaching, describes 18 titles including a handbook on India, Pakistan and Bangladesh, a resource book on multiethnic education, and a book on supporting children's bilingualism. Section III, Curriculum Materials for Schools: World Studies, introduces 14 titles, among them books on religion in the multi-faith school, black settlers in Britain, and pop, rock and ethnic music in school. (RDN)

ED 259 924 SE 045 895

Women, Mathematics, and Careers. A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education.

City Univ. of New York, Flushing, N.Y. Queens Coll.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 75p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.
AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; *Careers; Elementary Education; *Elementary School Mathematics; *Females; Higher Education; *Mathematics Anxiety; Mathematics Education; Mathematics Instruction; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Teacher Education and Mathematics Project

This Teacher Education and Mathematics (TEAM) module focuses on women, mathematics, and careers. Module goals include (among others) increasing students' awarenesss of the role that mathematics plays in almost all careers and their ability to pinpoint mathematics behaviors used in specific careers. The module consists of an instructor's text and student materials. The instructor's text provides (1) specific directions for guiding the lessons and (2) commentary designed to help teachers build positive mathematics attitudes. The format is one of "facing pages" whereby the right-hand page provides step-by-step teaching directives and the left-hand page furnishes commentary that articulates a philosophy, provides explanations, and suggests psychological approaches. The "commentary and notes" page also allots space for the instructor's use and when no commentary applies, the entire page is alloted to "notes." A sample letter, bibliography, background readings, and script for a companion audiotape titled "Getting from Here to There" are also provided. Student materials include such items (for use during or after instructional sessions) as a list of careers with related mathematical behaviors, an activity on teaching mathematics in careers, and another activity focusing on mathematics involved in a physician prescribing medication. (JN)

ED 259 939 SE 045 912

Blosser, Patricia E.
Meta-Analysis Research on Science Instruction. ERIC/SMEAC Science Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Elementary School Science; Elementary Secondary Education; Inquiry; *Meta Analysis; *Science Education; *Science Instruction; Secondary School Science; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Science Education Research

This digest provides an overview of several meta-analysis studies which focused on various aspects of science instruction. These studies examined: productive factors in science learning for grades 6 through 12; quality and quantity of instruction; effects of various teaching strategies on science achievement; instructional systems in science education; inquiry teaching and advance organizers; and other areas. Some possible generalizations from these studies are included. For example, it is noted that instructional techniques which help students focus on learning (preinstructional strategies, increased structure in the verbal content of materials, use of concrete objects or realism) are effective in promoting student achievement in science. (DH)

ED 259 968 SO 016 659

Burkett, Linda Padou
Use of the Semantic Differential in Teaching about Minority Group Families.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Attitude Measures; *Bias; *Cultural Differences; Educational Research; Ethnic Groups; *Family Life; *Family Life Education; Family Relationship; Higher Education; *Minority Groups; Semantic Differential; Social Science Research
IDENTIFIERS- Semantic Differential Test for Language Attitudes

A college class on the family relationship patterns of some American minority groups was structured to foster attitude change as well as acquisition of information. As a teaching tool, a semantic differential was developed and administered before and after the course. In this particular class, many students found their views of Black and Chicano family life had shifted. Students' views of certain aspects of family life in other cultures also became more positive. Interpersonal contact with speakers and students from other cultural groups is suggested to prompt revision of stereotypic views of the family style of various cultural groups. (Author)

ED 259 997 SO 016 717

Hou, Charles; Hou, Cynthia
The Riel Rebellion: A Biographical Approach.
REPORT NO.- ISBN-0-919478-62-X
PUB DATE- 84
NOTE- 172p.; For teacher's guide, see SO 016 718. Some photographs may not reproduce clearly.
AVAILABLE FROM- Lesson Aids Service, British Columbia Teachers' Federation, 2235 Burrard St., Vancouver, British Columbia, Canada V6J 3H9 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biographies; Experiential Learning; High Schools; *History Instruction; Inquiry; Instructional Materials; Learning Activities; Legal Education; Resource Materials; Student Research; Units of Study
IDENTIFIERS- *Canadian Studies; Mock Trials; *Riel Rebellion (1885)

Materials are provided for a unit of study that will help high school students learn about the life of Louis Riel, who as the leader of the Canadian Rebellion of 1885 led his followers into armed conflict with the Canadian government. Riel lived at a time of rapid change in western Canada. The extinction of the buffalo ended the people's nomadic way of life, and the coming of the railway brought an increasing number of white settlers to the West. When the Canadian government ignored the pleas of Riel and his people for help, rebellion broke out. The unit's seven chapters examine Riel's life and personality, the rebellion and surrounding events, and whether Riel was justified in leading his followers into armed conflict. Each chapter contains questions or facts for students to keep in mind as they read as well as student readings and activities. Students dramatize scenes, draw cartoons, prepare comic strips, view films, write newspapers, discuss readings in class, write plays and poetry, do library research, and participate in a mock trial. The unit concludes with a bibliography of additional resource materials and a subject index. (RM)

ED 260 089 TM 850 401

Lewis, Karron G.
The Large Class Analysis Project (Final Report).
Texas Univ., Austin. Center for Teaching Effectiveness.
PUB DATE- Jun 82
NOTE- 314p.; A study funded by the Office of the President, University of Texas at Austin.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Classroom Observation Techniques; Classroom Research; *Class Size; Cognitive Processes; Higher Education; Interviews; *Large Group Instruction; Lecture Method; Questionnaires; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Cognitive Interaction Analysis System

The Large Class Analysis Project was undertaken to provide instructors, administrators, and researchers with an in-depth look at the teaching techniques used in a variety of large (defined as having over 100 or more students) classes taught at The University of Texas at Austin. Data were collected concerning student attitudes toward such large classes: demographic characteristics, enjoyment rating, essentials for learning, preferred class size, and characteristics of large classes. In addition, direct observational data were collected, the cognitive levels of instructors' tests were studied, and instructor interviews were conducted. It was concluded that (1) most students and teachers prefer class size to be under 50 people; (2) adequate facilities and audiovisual support are important; (3) students enjoy large classes more if they are tested at higher cognitive levels as in essay tests; (4) student participation increases as class size decreases; and (5) effective instructors are enthusiastic and knowledgeable lecturers and interact with the students well. Appendices include the student attitude survey, the Cognitive Interaction Analysis System and a workbook for its use, and the instructor interview questions. (GDC)

ED 260 146 UD 024 344

McKenna, Charles D.; Uchitelle, Susan

Voluntary Interdistrict Coordinating Council for the Settlement Agreement. Report No. 1.

Voluntary Interdistrict Coordinating Council, St. Louis, MO.

PUB DATE- 31 Jul 84

NOTE- 193p.; Prepared for the Federal District Court, Eastern District of Missouri. Portions of Appendix B may be marginally legible. For report number 2, see UD 024 345.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Desegregation Plans; Educational Legislation; Elementary Secondary Education; Enrollment; Magnet Schools; *Metropolitan Areas; *School Desegregation; *School Districts; Special Education; Staff Development; Student Transportation; Teacher Exchange Programs; *Transfer Programs; *Transfer Students

IDENTIFIERS- *Missouri

This report addresses those activities for which the Voluntary Interdistrict Coordinating Council (VICC) is responsible, namely, to coordinate and administer the student transfer and voluntary teacher exchange provisions of the court-ordered desegregation settlement agreement for the St. Louis Metropolitan area. The report covers 1983-84, the first year of implementation. Recruitment efforts were extensive and the anticipated enrollment of 2,886 city students into county schools could have been met but for a court stay on additional transfers. Although numbers of transfers were good, it was recognized that in future it will be necessary to increase the number of transfers from county to city schools. Parents were given the opportunity to visit the new schools with their children. Involvement in this program of students, parents, teachers, and administrators throughout the St. Louis metropolitan area was significant. The range of part-time program opportunities was broad in numbers and scope. The VICC approved a research project to provide feedback to assist the implementation of the settlement agreement in future years. Data collected by the VICC after a year of operation shows that transfer students are becoming an integral part of their new schools. Seven percent of students transferring city to county were referred for special education evaluation; 93 percent of students had no major disciplinary problems; and 90 percent were promoted. The attendance rate was commendable. The overall acceptance of the settlement agreement has been noticeable. Appendices list VICC and subcommittee membership, supply samples of recruitment and publicity materials, and provide information on part-time programs. (RDN)

ED 260 010 SO 016 739

Lee, Helen C.
Should History Textbooks Remember Differently?
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; Higher Education; *History Instruction; *History Textbooks; Learning Activities; Teacher Role; *Textbook Content; *Textbook Evaluation

The failure of history textbooks to teach about ordinary people and events is examined, and what teachers can do to overcome this shortcoming of texts is discussed. History texts emphasize political history, wars, battles, and chronicles of great persons and events of the past. Scant attention is paid to the lives of ordinary men and women. This is not to say that no books tell the story of ordinary people; there are some, e.g., Traill's "Social England" and Davis' "Life on a Medieval Barony." Recent historiographies suggest that wars, battles, and leaders are more like punctuation marks than ways to organize thinking about the main currents that energize events. Students need to be exposed to real history, a panorama of slowly developing civilizations, affected only peripherally by great events, but really created by geography, trade, climate, technology, marine development, agriculture, human differences and likenesses, and groupings. Teachers should read historians whose subjects direct attention to the mass of small figures at the bottom of history rather than the small cluster at the top. Classroom activities should be designed based on these readings. Teachers should assign students supplementary readings about ordinary folk. (RM)

ED 260 041 SP 026 280

Jennings, Lillian Pegues
The Legacy of Babel.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; *Child Abuse; Elementary Secondary Education; Middle Class Standards; Negative Attitudes; *Social Problems; *Student School Relationship; *Student Welfare

Multiple and mammoth-sized proposals to upgrade schools and to increase the numbers of graduates have been drawn up by selected panels of persons with impeccable educational credentials. But, as a researcher, I agree with selected other researchers who state, "It is like putting the fox in charge of the chicken house--most plans are drawn up and developed by middle-aged and middle-class persons." I, as a researcher, do not understand how these persons as the actors on this stage, perceive their level of omnipotence to be such that they understand or are able to design plans for improvement of settings that they have only read about as observations of similar middle-class, often middle-aged writers. This presentation states, occasionally in the actor's own words, some of the agendas other than the academic curriculums that were played out in school settings, and that many times these were the reasons why the students left school. Most significant in this research were the adult-to-child behaviors that were recorded over the four-decade span which proved to be significant factors in the success or failure of the school experience of the students. (Author)

Littlefield, John H.; And Others
Metacognition of Performance Raters.

PUB DATE- Apr 85
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Clinical Experience; Confidence Testing; *Evaluators; Graduate Medical Education; Higher Education; *Interrater Reliability; Medical School Faculty; *Medical Students; Metacognition; *Rating Scales; *Student Evaluation; Teacher Student Relationship; Test Reliability; Test Validity

Sixteen Family Practice faculty members completed ratings on 59 senior medical students after a 6-week primary care clerkship. Each student was rated by seven to ten faculty members and the chief residents who worked with them, resulting in a total of 353 ratings. The rating scale covered: (1) attainment of learning objectives; (2) progress during the clerkship; (3) overall performance, (4) frequency of contact between student and rater (number of patients discussed); and (5) confidence in the rating, to indicate raters' metacognition. A two-factor analysis of variance was performed on the results to explore the relationships among rater accuracy, level of contact, and rater confidence in the score assigned. It was concluded that confidence in the validity of a rating was not related to the accuracy of that rating. Level of rater-student contact was, however, related to accuracy, with the most accurate ratings based upon discussion of seven to eleven patients. Low levels of contact were associated with overly stringent ratings, and high levels of contact were associated with lenient ratings. Individual raters differed in the leniency of scores, the tendency to make extreme judgments, and confidence in each rating. (GDC)

ED 260 119 TM 850 445

Dockrell, W. B.
Recent Developments in Assessment and Examination Procedures: An International Perspective--Change in Scotland.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; Criterion Referenced Tests; *Educational Assessment; *Educational Change; Elementary Secondary Education; Federal Programs; Foreign Countries; Graduation Requirements; *National Competency Tests; *Testing Programs
IDENTIFIERS- *External Examination Program; *Scotland

The comprehensive system of external examinations in Scotland has undergone major changes. The external examination system has been expanded to cover the entire secondary school curriculum. The examinations will now be administered to all students. The "continuum" model of criterion referenced tests has been adopted for the school leaving examination in Scotland. The process for implementing the revisions of the external examination program is described. In the future the examination program will be expanded. Six grades (grades 2, 3, 4, 5, 6, and 12) will be assessed in each aspect of the curriculum. A consequence of the external examination system is that it often determines the curriculum to a certain extent. Teachers of various subjects in the curriculum are anxious to have their subject areas assessed by these examinations. The system requires further research investigation. (DWH)

ED 259 896 SE 045 862

Crosswhite, F. Joe; And Others

Second International Mathematics Study. Summary Report for the United States. Contractor's Report.

Illinois Univ., Urbana. Coll. of Education.; International Association for the Advancement of Educational Research, Ghent (Belgium).

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-85-210

PUB DATE- May 85

NOTE- 152p.

CONTRACT- 300-83-0212

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Calculators; *Course Content; Foreign Countries; Grade 8; Grade 12; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Sex Differences; *Student Attitudes; Teacher Characteristics; Teaching Methods; Time Factors (Learning)

IDENTIFIERS- *Mathematics Education Research

This is the second of four phases of reporting the findings of a study of school mathematics in 24 countries, including the United States. The report consists of five parts: (1) introduction; (2) eighth-grade findings; (3) twelfth-grade findings; (4) student attitudes toward mathematics; and (5) concluding remarks. Supporting documentation (including list of participating countries, sampling information and 41 figures) is included in appendices. A summary of findings is also presented under 20 headings: introductory; class types; class size; yearly hours of instruction; teacher characteristics; how mathematics teachers spent their time; role of textbook in eighth- and twelfth-grades; how student time was spent in class; homework; extent of calculator use in class; ways in which the calculator was used; content of the eighth-grade mathematics curriculum; content of the twelfth-grade mathematics curriculum; international studies in school achievement which require varying degrees of "compromises" in assessment procedures; how mathematics was taught in eighth-grade; student acheivement in eighth-grade mathematics; student achievement in twelfth-grade mathematics; sex differences in mathematics achievement; changes since the 1964 mathematics study; and student attitudes toward mathematics. (JN)

ED 259 910 SE 045 881

Vasco, Carlos E.

Learning Elementary School Mathematics as a Culturally Conditioned Process.

PUB DATE- 17 Feb 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; *Cultural Influences; *Curriculum Development; Elementary Education; *Elementary School Mathematics; Learning; *Mathematics Education; *Mathematics Instruction

Mathematics is thought to be the most culturally independent of all academic subjects. "New Math" textbooks printed in the United States or Belgium were translated into Spanish and Portuguese with only minor variations in the story problems and are now taught in most Latin-American countries. Looking backwards, it was not different in past years in Colombia, where standard school textbooks copied each other in a chain going back to Spanish and Latin Renaissance arithmetics. The myth of mathematics as the universal language of science and the superficial image of mathematical truth as invariable and "a priori" structured in human reason, reinforced the stereotype of mathematics as a supra-cultural subject. The purpose of this paper is to (1) determine as accurately as possible the cultural dependence of the learning process in mathematics; (2) examine what is essentially right in the claim to universality in mathematics; (3) consider where the culturally specific aspects of mathematics are to be located, both theoretically and empirically; and (4) determine how they are to be used to develop a culturally adapted curriculum for elementary school mathematics. (JN)

ED 259 955 SE 045 947

Cothron, Julia H.; Thompson, Ertle

Research on the Development of Ecological Concepts and Conceptual Systems: Implications for the Elementary Educator.

PUB DATE- Apr 85

NOTE- 34p.; Paper presented at the Annual Meeting of the National Science Teachers Association (33rd, Cincinnati, OH, April 18-20, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Ability; *Concept Formation; *Ecology; *Elementary School Science; Instructional Program Divisions; Intermediate Grades; Performance Factors; *Science Course Improvement Projects; Science Education; *Science Instruction; Sex Differences

IDENTIFIERS- *Science Curriculum Improvement Study; Science Education Research

Student variables which influence attainment of ecological concepts and conceptual systems were investigated. Researcher-designed paper/pencil and free-sort categorization tests were administered to 256 Science Curriculum Improvement Study (SCIS) students in grades 4-6. Findings are: (1) grade and ability, not sex, influenced concept attainment and conceptual system; (2) sequence of concept development was not influenced by grade, ability, or sex; (3) sixth-grade students conceptualized life requirements, feeding relationships, food-mineral cycle, and community-environment interactions but not the higher-order classificatory concepts or oxygen-carbon dioxide cycle; (4) discipline experts, not elementary students, possessed conceptual systems based upon higher-order concepts; and (5) concept attainment was promoted by a conceptual system similar to the discipline structure. Recommendations include continuing concrete activities, investigating effectiveness of SCIS and other elementary programs in developing higher-order classificatory concepts and the oxygen-carbon dioxide cycle, emphasizing development of conceptual systems, and investigating teachers' ability to effectively utilize concrete experiences and concept maps. (Author/JN)

ED 259 969 SO 016 666

Davis, E. Dale; Grimes, Lewis H.
Values the Public Schools Can Teach!
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Controversial Issues (Course Content); Court Litigation; *Educational Policy; Elementary Secondary Education; Humanism; Parochial Schools; Policy Formation; *Public Education; *Religion; Religious Education; *Values; Values Education

Despite the belief fostered by the media that religion has been removed from the public schools by recent Supreme Court decisions, these decisions have only removed the teaching of sectarian beliefs, not teaching about religion. Educators have not, generally, responded in a creative manner to the opportunity to teach about religion. Instead, the tendency has been to ignore religion. Educators have responded more positively to the need for teaching values but they have been criticized for not teaching values with a distinctly religious orientation. Public school officials must not capitulate to the strident voices of deeply committed parents holding to a tradition which represents only a single aspect of American pluralism. On the other hand, they cannot ignore these voices, diverse as they are among themselves. In the dialogue between themselves and their critics, perhaps educators must come to a clearer view of the responsibilities of the public schools in the teaching of civic values in relation to those who want their children to be taught a particular set of religious values. The basis for such a new policy is a clear recognition of the civic responsibilities of the public schools in relation to religious responsibilities of the family and to the religious institutions. (IS)

ED 259 983 SO 016 697

Walters, Chris
Does the Mass Media Influence Women's Attitudes about Nuclear War?
PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the Annual Conference of the Western Social Science Association (Fort Worth, TX, April 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Females; Higher Education; Mass Media; *Mass Media Effects; *Nuclear Warfare; Sex Differences; Socialization; Social Science Research; Student Attitudes; Undergraduate Students

Results of this study indicate that the mass media does influence women's attitudes about nuclear war. A total of 45 female college students participated, with 26 students comprising the experimental group which viewed and read mass media materials, including "The Day After" and "Testament." The remainder of the students formed a control group. Subjects completed a pretest and posttest of 30 Likert-type questions about their attitudes toward nuclear related issues. Using the t-test with a statistical significance level of .05, it was determined that there was a significant difference between the pretest and posttest results of the experimental group, while there was no significant change for the control group. It is suggested that this change may be the result of having limited the study to women, who are oriented to care and response in their moral thinking, and to the steady presentation of nuclear war materials over a five week span. (Author/IS)

ED 259 998 SO 016 718

Hou, Charles; Hou, Cynthia
The Riel Rebellion: A Biographical Approach. Teacher's Guide.
REPORT NO.- ISBN-0-919478-63-8
PUB DATE- 84
NOTE- 74p.; For student book, see SO 016 717. Some photographs, charts, and illustrations may not reproduce clearly.
AVAILABLE FROM- Lesson Aids Service, British Columbia Teachers' Federation, 2235 Burrard St., Vancouver, British Columbia, Canada V6J 3H9 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biographies; Experiential Learning; High Schools; *History Instruction; Inquiry; Legal Education; Resource Materials; Student Research; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Canadian Studies; Mock Trials; *Riel Rebellion (1885)

Instructions are provided to help high school teachers implement a unit of study dealing with the life of Louis Riel, who as the leader of the Canadian Rebellion of 1885 led his followers into armed conflict with the Canadian government. The guide first outlines the unit's educational objectives. The bulk of the guide discusses the two major methods that can be used to teach the unit and suggests specific activities and projects for each technique. The historical method of inquiry involves students in a factual study of the background, events, and personalities of the Rebellion. The method also involves students in playing the role of historian by researching and evaluating issues and drawing conclusions. The second teaching method is the legal method of inquiry that involves students in establishing what happened in the past and explaining why it happened. Students stage a retrial of Riel. Specific instructions for the retrial, including prosecution and defense strategies, descriptions of the roles of the major participants, trial procedures, and a glossary of legal terms are provided. A bibliography of films, slides, maps, and legal documents concludes the guide. (RM)

ED 260 025 SP 026 131

Ortiz, Flora Ida

The Use of Video-Taping and Micro-Teaching in the Preparation of Bilingual Teachers.

PUB DATE- Apr 85

NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Bilingual Teachers; English (Second Language); Higher Education; *Microteaching; *Preservice Teacher Education; *Program Effectiveness; Teacher Behavior; Teaching Methods; *Videotape Recordings

This study sought to determine how video-taping and micro-teaching as a strategy for training student teachers affects the conduct of an English lesson prepared for bilingual students. An extensive review of the literature presents research findings on general concerns in teacher training, video-taping and micro-teaching as a strategy of teacher education, training for teaching bilingual children, and instructional programs. This study explored an area not covered in the literature, i.e., how faithfully do student teachers transport a prepared, practiced, critiqued, and revised lesson to the classroom setting? Three student teachers enrolled in a bilingual educational credential program and their supervisor were the subjects of the study. Video-tapes of four complete micro-teaching and classroom lessons for each student teacher were reviewed and analyzed. Interviews with the candidates and supervisor were also conducted and relevant documents were collected and analyzed. It was demonstrated that the student teachers deviated from a prepared and practiced lesson when placed in a classroom situation. It is suggested that planned, prepared programs don't necessarily insure the imposition of similarity in classroom practice. (JD)

ED 260 057 SP 026 382

Adams, Ronald D.; Craig, James R.
A Survey of Undergraduate Teacher Education Evaluation Practices.
PUB DATE- 18 Feb 81
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 18, 1981). For related document, see SP 026 378.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Higher Education; Preservice Teacher Education; *Program Evaluation; Self Evaluation (Groups); *Teacher Education Programs

A preliminary investigation of teacher education evaluation practices was conducted to provide a basis for understanding the present state-of-the-practice in teacher education evaluation and to suggest directions to be taken to improve the practice. An analysis is presented of data obtained from 397 responding institutions. Findings are presented in eight categories: (1) institution demographics; (2) institutions engaged in teacher education evaluation; (3) area of data collected; (4) methods of data collection; (5) relationship between size of program and method of data collection; (6) perceived value of teacher education evaluation; (7) perceived needs in conducting teacher education evaluation; and (8) reported budget for evaluation. In a summary of findings, a list of 10 conclusions drawn from the preliminary analysis is provided. (JD)

ED 260 074 SP 026 487

Nygaard, Gary; Boone, Thomas H.
Coaches Guide to Sport Law.
REPORT NO.- ISBN-0-931250-94-3
PUB DATE- 85
NOTE- 105p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Accident Prevention; *Athletic Coaches; First Aid; Injuries; *Legal Responsibility; *Physical Education Teachers; Recordkeeping; *Recreation Legislation; Safety; Team Sports; *Torts

This guide focuses on the legal responsibilities of coaches and physical educators, but much of the content is equally applicable to those who teach sports skills in other recreational settings. The guide presents the legal duties of the coach or teacher. The content is drawn from a review of sport lawsuits (or sports injury litigation) over the past eight years. The following topics are covered: (1) negligence and a coach's legal duties; (2) supervision; (3) planning; (4) warning of risks of activities; (5) providing a safe environment; (6) evaluating players for injury or incapacity; (7) matching and equating participants; (8) first aid and emergency medical procedure; (9) player, official, and spectator rights; and (10) record keeping, transportation, and insurance. (JD)

ED 260 134 UD 024 043

State Education Functional Plan. A State Functional Plan Prepared in Accordance With Chapter 226, Hawaii Revised Statutes, and Adopted by the Thirteenth State Legislature on April 19, 1985, by House Concurrent Resolution No. 38 as Amended. Revised .

Hawaii State Dept. of Education, Honolulu.

PUB DATE- May 85

NOTE- 41p.; For the state plan technical reference document, see UD 024 044.

AVAILABLE FROM- Reprographic Section, Dept. of Education, P.O. Box 2360, Honolulu, HI 96804 ($3.65).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Conservation (Environment); Cooperation; Educational Finance; *Educational Improvement; Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Employment Opportunities; Employment Potential; Equal Education; Higher Education; Individual Development; *Program Implementation; Resources; Services; Skill Development; *Statewide Planning

IDENTIFIERS- *Hawaii

Hawaii's State Education Plan charts educational directions intended to improve educational quality during the 1980s. First, introductory and background material on the plan is presented. This is followed by a section providing a framework for the plan in terms of: (1) its purposes; (2) its scope; and (3) its coordination with other state plans, notably those dealing with agriculture training and awareness, energy conservation and awareness, health education, and inservice teacher training. The third section details the objectives, policies, concerns, and implementing actions of the plan. The four parts of this section are: (1) "Personal Skills and Knowledge," which discusses acquiring basic skills and enhancing personal development; (2) "Employability and the Economy," which addresses ways of assisting the disadvantaged to meet job qualifications, allocating resources to high employment growth areas, and recognizing major sources of income in Hawaii's economy; (3) "Social and Natural Resources," which addresses stimulating responsible participation in government, understanding Hawaii's cultural heritage, the state's capacity to accommodate population, and conserving natural resources and energy; and (4) "Educational Support Services," which details ways of emphasizing quality educational programs, ensuring that educational services and facilities are provided, ensuring public safety and protection of life and property, and providing equal employment opportunities. (RDN)

ED 260 161 UD 024 376

Nauman, Craig
Teacher Culture in Successful Programs for Marginal Students.

PUB DATE- 85
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Chicago, IL, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Programs; Nontraditional Education; Professional Autonomy; Secondary Education; Special Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Participation

In successful programs for marginal youth, teachers extend their role and create bonds with their students. In the extended role, teachers interact with students in a more personal way, provide learning experiences that promote competence and success, and establish and maintain high but realistic expectations. This role requires the development of a culture in which the teacher's beliefs, values, and behaviors more closely resemble those of a professional. These hypotheses were tested in a field study of the teacher culture of four successful dropout prevention programs and involved 150 high school students and 14 teachers. In particular, the nature of student-teacher relationships, the meaning of school and schoolwork, use of time and space, decision-making, and power were investigated. Analyses of the data revealed that a common teacher culture existed among the four programs. Teachers were accorded the power to control curriculum, and had complete control over teaching methods. Curriculum content was perceived as less important than personal development, but mastery of curriculum content was viewed as a means to promote success and to give students feelings of self worth. Students were treated as individuals, both academically and personally: the extended role of the teacher allowed students and teachers to get to know each other as people. Although all of the programs had a strong leader, decisions were frequently made as a group. And finally, the teachers, who maintained collegial relationships among themselves, were relatively independent of administrative constraints. A five-page bibliography concludes the document. (KH)

A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education. Instructor's Handbook.

City Univ. of New York, Flushing, N.Y. Queens Coll.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 36p.; A product of the Teacher Education and Mathematics Project. For related documents, see SE 045 888-896.
AVAILABLE FROM- WEEA Publishing Center, 1984 Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; *Females; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Sex Role; *Sex Stereotypes; Student Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Teacher Education and Mathematics Project

This handbook provides information on the purpose, organization, and use of Teacher Education and Mathematics (TEAM) modules within the context of a teacher education course for elementary education students or as supplementary materials to such a course. The four mathematics and four attitudinal modules are designed to produce four outcomes for learners: (1) increased mathematics knowledge and skills; (2) more confidence (and less math anxiety) in dealing with mathematics; (3) skill in identifying sex-role stereotyping in curriculum materials and teaching behaviors; and (4) perception of mathematics as useful and appropriate for females. Topics addressed in the mathematics modules include patterns, approximation and estimation, choice and chance, and metric measurement. Topics addressed in the four attitudinal modules include sex-role stereotypes, women and mathematics careers, women as mathematicians, and demystifying mathematics. A general overview of these modules, recommended instructional strategies, ways to create a positive learning environment, and attitudinal interventions are provided in the handbook. A list of references, research evidence in support of TEAM strategies, and sample class logs are also provided in appendices. (JN)

Disinger, John F.
Instruction in Awareness of Environmental Issues. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Environmental Education; Field Trips; *Instructional Improvement; Integrated Curriculum; *Interdisciplinary Approach; *Perception; *Values Clarification
IDENTIFIERS- *Environmental Education Research; *Environmental Issues; ERIC Digests; Wilderness

This digest contains an abridgment of a section of a chapter on "Environmental Education Research Related to Issue Awareness" from the 1984 National Commission for Environmental Education Research (NCEER) Report. The paper was prepared by Randall Wiesenmeyer, Maureen Murrin, and Audrey Tomera. Only the section of the paper dealing with instructional strategies for developing awareness of environmental issues is provided. Major areas considered include: (1) use and abuse of wilderness; (2) interdisciplinary approaches; (3) values orientation; (4) integrated curriculum; and (5) research conclusions. A list of references (with ED numbers for documents in ERIC) is included. (ML)

ED 260 011 SO 016 740

Lee, Helen C.
Infusing Global Education.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; *Global Approach; *Social Studies; Teaching Methods

Social studies courses provide a natural home for emphasis on the values of global education. However, in a curriculum already crowded, it is difficult to find an appropriate place to add a course on global education. One alternative is to infuse global objectives into existing courses. There are a number of strategies for doing this successfully. One approach is to introduce questions about likenesses and differences between people, races, cultures, and nationalities into every lesson. Another strategy is to select one or more positive value statements for discussion at the conclusion of textbook units. Evaluation of these methods can be achieved through attitude questionnaires. (LP)

ED 260 042 SP 026 290

Clarke, David H., Ed.; Eckert, Helen M., Ed.
Limits of Human Performance. Annual Meeting (56th, Eugene, Oregon, July 19-26, 1984). American Academy of Physical Education Papers, No. 18.
American Academy of Physical Education, Washington, D.C.
REPORT NO.- ISBN-0-931250-99-4
PUB DATE- 28 Feb 85
NOTE- 137p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076T, Champaign, IL 61820 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Athletes; *Athletics; *Human Body; *Muscular Strength; *Performance Factors; Physical Activities; Physiology

The following papers are included in this collection: (1) "The Scientific Study of Athletes and Athletics" (Henry J. Montoye); (2) "The Limits of Human Performance" (David H. Clarke); (3) "Observations of Extraordinary Performances in an Extreme Environment and in a Training Environment" (E.R. Buskirk); (4) "Metabolic Requirements of Distance Running" (F.J. Nagle and D.R. Bassett, Jr.); (5) "Aspects of Anaerobic Performance" (James S. Skinner and Don W. Morgan); (6) "Body Composition and Athletic Performance" (Wayne E. Sinning); (7) "Age as a Limiting Factor in Human Neuromuscular Performance" (Waneen Wyrick Spirduso); (8) "Selected Psychological Factors Limiting Performance: A Mental Health Model" (William P. Morgan); (9) "The Limits of Female Performance" (Christine L. Wells); (10) "Heat as a Limiting Factor in Endurance Sports" (Barbara L. Drinkwater); (11) "Factors Limiting Springboard Diving Performance: Historical and Biomechanical Perspectives" (Doris I. Miller); (12) "Morphological Factors Limiting Human Performance" (J.E. Lindsay Carter); (13) "Philosophical Considerations in Human Performance" (Hans Lenk); and (14) "Limits to Human Performance--The View from Space" (Harold Sandler and Victor A. Convertino). (JD)

ED 260 090 TM 850 404

Dirkes, M. Ann
Learning and Transfer Through Problem Solving and Metacognition.
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Eductional Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Concept Formation; *Creative Thinking; Decision Making Skills; *Divergent Thinking; Elementary Secondary Education; Higher Education; *Learning Strategies; Mathematics Instruction; *Metacognition; *Problem Solving; *Productive Thinking; Teacher Influence; Transfer of Training

Two learning strategies are discussed: (1) fluent and creative idea-production involving concepts and problems, and (2) metacognition, or students' awareness of and direction of their thinking. The sample included college students, as well as teachers who used these strategies in elementary and secondary mathematics classrooms. Techniques for increasing flexible and original thinking were examined, along with levels of self-direction or autonomous learning. Specific problem-solving exercises are described, as well as the students' and teachers' reactions to the problems. The effects of idea production on learning, self-direction, and transfer are discussed. (GDC)

ED 260 120 TM 850 446

Hasan, Parween

Recent Developments in Assessment and Examination Procedures in Pakistan: An International Perspective.

PUB DATE- 2 Apr 85

NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; Boards of Education; College Entrance Examinations; Curriculum; *Educational Assessment; *Educational History; Educational Policy; Elementary Secondary Education; Examiners; Federal Government; Foreign Countries; Governing Boards; *Government Role; Higher Education; Measurement Techniques; *Student Certification; Student Evaluation; *Testing Problems; *Testing Programs

IDENTIFIERS- *Pakistan

When the nation of Pakistan was first created, school entrance and civil service examinations were administered in a foreign language--English. A major concern is that enrollment in primary education only increased from 17 percent in 1947 to 48 percent in 1983, with stil a very high dropout rate. National and province-wide boards of education were established to develop curricula and textbooks and to conduct external examinations: (1) Secondary School Certificate or matriculation examination--a gate-keeper to employment, training, higher education, and marriage; (2) Higher Secondary Certificate--for admission to professional schools and universities; (3) an essay test at the high school level--for those competing for government scholarships; and (4) the Bachelor's degree-level examination, taken two years after the Higher Secondary Certificate, used to further screen graduates. Attempts to improve testing have included greater use of objective versus essay tests, internal evaluation of students within each college rather than by external examinations, administering semester rather than annual examinations, and funding for creating new test item banks. In spite of these concerns, there has not been significant change in Pakistan's assessment procedures. (GDC)

ED 259 984 SO 016 698

Thomas, John I., Ed.
Social Studies: Selected Teaching Approaches.
PUB DATE- 15 Aug 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; History Instruction; *Interdisciplinary Approach; Local History; *Primary Sources; *Realia; *Social Studies; State History; Teaching Methods; Units of Study
IDENTIFIERS- Folk Music

Nine essays serving as springboards to the study of historical events and cultures focus on the use of memorabilia and primary resources for teaching social studies. Following a short preface by John I. Thomas, Linda Carrillo examines ways in which folk songs can be used to arouse a child's interest in the study of other cultures. In "Using Older Citizens as Resources," Phyllis Gutierrez gives ideas for learning about one's ethnic heritage by talking to grandparents and other older adults. Esther Lopez tells how studying about trains can introduce students to language unique with those working for the railroads and to ways in which the railroads affected the course of history. In "Lamps and Light: Yesterday, Today, and Tomorrow," Ann Horton gives suggestions for using items such as kerosene lamps to build student interest in the past, present, and future. "From an Athenian Vase: Abstract" (Cathy Phillips) introduces a unit on ancient Greece using a handmade replica of an Athenian vase. In the next two essays, "Kimonos" (Elizabeth Padilla) and "Golden Shoes of India" (Naomi Chowdhuri), teachers explain how clothes and costumes of different cultures can lead to several avenues of inquiry. In "The Role of Furniture in History," Sandi Montoya describes how a unit based on furniture can incorporate concepts from several social science disciplines, including anthropology, sociology, economics, and political science. The final essay, "Colorado Gold," traces Colorado's early mining history and gives examples of ways in which such a unit could be used to teach concepts from history, sociology, political science, economics, geology, and geography. (LH)

Lester, Paula E.
Teacher Job Satisfaction: Myth or Reality?
PUB DATE- Oct 84
NOTE- 19p.; Paper presented at the convocation of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Job Satisfaction; Measurement Techniques; Research Methodology; *Teacher Attitudes; *Teacher Characteristics

The purpose of this study was to develop an instrument designed to assess teacher job satisfaction in an educational setting and then to examine system level, personal, and demographic variables using a newly created measure of teacher job satisfaction. The sample population included elementary and secondary teachers from eight representative school districts in New York. The Teacher Job Satisfaction Questionnaire (TJSQ) submitted to participants provided 620 usable returns. A description is given of the development of the TJSQ and how results were analyzed. The system level variables, personal and demographic variables, and the nine scales of the TJSQ provide the framework for the statistical analysis reported in this paper. Profiles of teachers from varied educational settings identify areas of job satisfaction and dissatisfaction, and practical implications for school administrators are discussed. (JD)

ED 260 058 SP 026 387

Pigge, Fred L.
An On-Site Follow-Up of a Sample of BGSU's First Year Teachers. Volume 1.
Bowling Green State Univ., Ohio. Coll. of Education.
PUB DATE- 81
NOTE- 97p.; For Volume 2, see SP 026 388.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Graduate Surveys; *Peer Evaluation; Program Attitudes; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Evaluation
IDENTIFIERS- *Bowling Green State University OH; Student Teacher Evaluation

The sources for this comprehensive study of the performance of first year teachers from Bowling Green State University (BGSU) were: (1) 62 first-year teachers who completed self-evaluation forms; (2) 24 BGSU faculty members who observed and interviewed the teachers; (3) 62 principals who rated the performance of the teachers; (4) 62 peer teachers; and (5) 36 classes of pupils who rated the daily performances of the teachers. Section two presents an analysis of the student teaching success scores of past students who were willing to be observed and those unwilling to participate in the study. The third section contains BGSU faculty observer ratings and self-ratings for the 62 teachers for 13 sets of competency indicators. Section four summarizes narrative comments recorded on the on-site observation/interview forms. In section five, principal, peer teacher, and self-evaluation ratings are presented in comparison tables. In the final section, pupil responses to teacher performances are analyzed. (JD)

ED 260 075 SP 026 499

Nespor, Jan

Issues in the Study of Teachers' Goals and Intentions in the Classroom. R&D Report No. 8022.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 46p.
GRANT- NIE-G-80-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; *Classroom Techniques; Elementary Secondary Education; *Goal Orientation; *Teacher Attitudes; Teacher Behavior; *Teaching Styles

This report (a product of the Teacher Beliefs Study) examines several different frameworks for conceptualizing and studying teachers' goals and their relationship to classroom practices. The report begins with an examination of the manner in which goals have been conceptualized by different research programs in the field of teacher thinking research. A case study is then presented of one teacher's classroom and her goal statements and explanations for her actions (drawn from classroom observations, loosely structured interviews and stimulated recall interviews). The report then describes how the evidence in the case study might be usefully conceptualized in terms of two current models of cognitive processes (script- and schema-theory). Conceptual and methodological difficulties entailed in using such models are then raised, and the report concludes by presenting an alternative framework for conceptualizing the linkages between teachers accounts of their goals and their actions in the classroom. (Author)

ED 260 105   TM 850 427

Hedberg, John G.; McNamara, Suzanne E.
Matching Feedback and Cognitive Style in Visual CAI Tasks.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Analysis of Variance; Aptitude Treatment Interaction; *Cognitive Style; *Computer Assisted Instruction; Computer Graphics; *Conceptual Tempo; *Courseware; *Feedback; *Field Dependence Independence; Higher Education; Learning Strategies; Problem Solving; Programed Instructional Materials; Reaction Time; Response Style (Tests); Visual Stimuli
IDENTIFIERS- Hidden Figures Test; Matching Familiar Figures Test (Kagan)

The effects of different types of feedback in computer assisted instruction were studied in 30 college students with different cognitive styles. The program, written in Apple Pilot and administered on an Apple IIE microcomputer, consisted of 16 problem solving tasks; for each, a graphic display and a textual question were presented. Two feedback treatments were used: knowledge of results--whether the response was correct or incorrect; and information--an explanation of the errors and strategies for correcting them. Cognitive styles, the moderator variables, were field dependence-independence and conceptual tempo (reflectivity-impulsivity). Four measures of performance were used as dependent variables: response time, error rate, number of attempts on each item, and number correct score. The results indicated that field dependent subjects had faster response times and fewer response errors when given an explanation of their errors and strategies for correcting them. Field independent subjects had lower response rates and fewer errors when given only an indication that an error had been made. Age and sex had minor effects on response time for some items. Conclusions regarding the design of feedback in courseware materials are included. (GDC)

ED 260 147 UD 024 345

DeClue, James A.; Uchitelle, Susan

Voluntary Interdistrict Coordinating Council for the Settlement Agreement, Second Report to the Federal District Court, Eastern District of Missouri.

Voluntary Interdistrict Coordinating Council, St. Louis, MO.
PUB DATE- 31 Jul 85
NOTE- 268p.; Portions of Appendix B may be marginally legible. For report number 1, see UD 024 344.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Desegregation Plans; Elementary Secondary Education; Enrollment; *Interdistrict Policies; *Magnet Schools; Parent Participation; *Program Implementation; Racial Integration; School Desegregation; Special Programs; Staff Development; Student Transportation; *Transfer Students
IDENTIFIERS- *Missouri (Saint Louis); Missouri (Saint Louis County)

Progress made during 1984-85 in the implementation of a student transfer desegregation plan in St. Louis, Missouri, and surrounding counties, is described and evaluated in this report. Focus is on the activities of the two bodies which assumed responsibility for administering the plan, the Voluntary Interdistrict Coordinating Council (VICC) and the Magnet Review Committee (MRC). Following Section 1, an introduction, Section 2 describes various components of the implementation process. These components include the organization of the VICC, the VICC subcommittees, recruitment, enrollment, transportation, finances, staff exchanges, staff development activities, part-time activities, the activities of the MRC, the role of VICC staff working with school districts, data management activities, and research results. Section 3 provides information on student placement, including an analysis of the data on student attendance, retentions, promotions, suspensions, withdrawals, non-public school participation, and special educational services. Finally, Section 4 outlines issues and concerns to be addressed. Five appendices contain information and materials related to VICC membership and subcommittees, recruitment and publicity, the teacher exchange-transfer programs, part-time integrative programs, and procedures to assist students who wish to withdraw from the interdistrict transfer program. (KH)

ED 259 911 SE 045 882

Churchman, David
How and What Recreational Visitors Learn at Zoos.
PUB DATE- Mar 85
NOTE- 30p.; Paper presented at the Annual Western Meeting of the American Association of Zoological Park and Aquarium Administrators (Anchorage, AK, March, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Animals; Educational Research; *Exhibits; Interaction; *Naturalistic Observation; *Nonformal Education; Program Effectiveness; Research Methodology; *Social Behavior; Student Research; *Zoos
IDENTIFIERS- Environmental Education Research

The impact of the educational programs of zoos on the recreational visitor is addressed in this report. Unobtrusive or nonreactive research methods were employed as primary evaluative techniques by graduate social science students conducting six research projects at the Los Angeles Zoo. These studies were designed and implemented to examine: (1) visitor turning preference; (2) determinants of holding power of zoo exhibits; (3) reading signs at zoo exhibits; (4) children's reactions to animals in a petting zoo; (5) the stereotypes zoo visitors may hold about selected animals; and (6) intergenerational communication. It is suggested that nonreactive measures are particularly appropriate for these types of evaluation studies because they do not impose on visitors or require their cooperation, and because they reduce problems with sampling and response bias. (A review of the literature pertaining to education in zoos is also provided.) (ML)

ED 259 956 SE 045 948

Cothron, Julia H.; Thompson, Ertle

The Formation of Ecological Concepts and Conceptual Sytems by Upper Elementary Students.

PUB DATE- 84
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Concept Formation; *Ecology; *Elementary School Science; Instructional Program Divisions; Intermediate Grades; Performance Factors; *Science Course Improvement Projects; Science Education; *Science Instruction; Sex Differences
IDENTIFIERS- *Science Curriculum Improvement Study; Science Education Research

Science Curriculum Improvement Study (SCIS) students in grades 4-6 were used to investigate ecological concept formation. Researcher-designed, multiple-choice and free-sort tasks were administered. Statistics utilized included analysis of variance, Spearman correlation, multiple regression, frequency distributions, and latent partition analysis. Findings show that: (1) grade and ability, not sex, influenced concept attainment and similarity of conceptual system to discipline structure; (2) sequence of concept attainment was not influenced by grade, ability, or sex; (3) concept attainment was promoted by a conceptual system similar to the discipline structure; (4) sixth-graders recognized life requirements, interactions via food, mineral, gas exchange, and community groups, but not attributes of higher-order concepts (producer, consumer, decomposer, environmental factors); (5) discipline experts, not students, related examples to higher-order concepts. Recommendations for grades K-6 curriculum are to promote conceptual systems similar to discipline structure, to base concept maps upon lower-order concepts or attributes, to eliminate higher-order concepts, and to emphasize interactions of plants, animals, decayers, non-living materials, feeding relationships, and life requirements. (Author/JN)

ED 259 970 SO 016 668

Sanborn, Michelle; And Others
Teaching about World Cultures. Focus on Developing Regions, Grades 7-12.
Denver Univ., Colo. Center for Teaching International Relations.
REPORT NO.- ISBN-0-943804-41-8
PUB DATE- 84
NOTE- 195p.
AVAILABLE FROM- CTIR Publications, Dept. SC, Graduate School of International Studies, University of Denver, Denver, CO 80208-0268 ($16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; Asian Studies; *Cross Cultural Studies; *Developing Nations; Economic Development; Economics; Economics Education; *Global Approach; High Schools; Latin American Culture; Learning Activities; Lesson Plans; Middle Eastern Studies; Middle Schools; Political Issues; Social Studies; Units of Study; Urbanization; World Affairs
IDENTIFIERS- Africa; Asia (Southeast); China; India; Japan; Latin America; Middle East

Designed to be used as a source of supplementary activities for courses in geography, world history, and world cultures, this unit focuses on current issues including political repression, multinational corporations, and urbanization. While emphasizing a personal perspective (how major issues have affected the daily lives of ordinary people) the first group of activities deals with issues in the context of developing nations in general, while other activities include specific exercises on China, Japan, Southeast Asia, India, the Mideast, Africa, and Latin America. The theme of development--economic, social, and political--is explored from a variety of perspectives. Middle school and high school students are challenged to consider problems from different points of view including Western concepts of "progress" and linear economic development, and current stereotypes about economic development of particular societies. Many of the activities are experiential in nature--simulations, role plays, and case studies. Most of the activities may be used separately, or incorporated into units on individual cultures. Each lesson plan includes an introductory paragraph, objectives, grade level, time and materials needed, step-by-step procedures, and follow-up activities. A bibliography of 45 publications, most of which were published since 1980, and 54 reproducible student handouts conclude the document. (LH)

ED 259 999 SO 016 722

Lobby? You? Of Course You Can...And You Should!
Independent Sector, Washington, DC.
PUB DATE- Sep 80
NOTE- 13p.
AVAILABLE FROM- Independent Sector, 1828 L St., N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activism; *Citizen Participation; Citizenship Responsibility; Legislation; Legislators; *Lobbying; Nonprofit Organizations; Political Influences; Political Power; Voluntary Agencies

This pamphlet discusses one of the most essential but often misunderstood tasks facing nonprofit, tax-exempt organizations today: lobbying. It is addressed to Americans who volunteer their time and money to promote causes they believe will make this a better world. The pamphlet encourages citizens to lobby for two reasons. First, because virtually every aspect of our lives is affected by government, and in a democracy, government is set up to respond to the wishes of the people. The second reason citizens should lobby is that if they don't someone else will. Every conceivable cause has its advocates. Lobbying is defined as a means of persuading the members of a legislature to enact legislation favorable to a cause or defeat or repeal legislation unfavorable to a cause. Misconceptions concerning the honorability of lobbying are presented. Lobbying by tax-exempt groups has been sanctioned by Congress. An effective lobbyist needs three things: basic facts, belief in a cause, and common sense. Lobbying can be fun and stimulating. Not only might lobbyists help bring about that change that they feel is so important, but they may also gain a great deal of satisfaction from lobbying itself. (RM)

ED 260 012 SO 016 741

Lee, Helen C.
Your Economics Textbook.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Economics Education; *Educational Innovation; Periodicals; *Relevance (Education); Resource Materials; Secondary Education; *Student Developed Materials; Student Projects; Textbook Content; *Textbook Preparation

How economics can be taught through a student-developed textbook is described. Having secondary students construct their own economics textbook can be an exciting process. During the initial six- or nine-week segment of a course, materials can be collected and organized to make a book that the class can study for the rest of the semester or year. Current magazines and newspapers make excellent sources of material for student-made texts. Classic financial periodicals such as the "Wall Street Journal," "Business Week," and "Forbes" can be used. As an example, lessons that can be taught using only one issue of "Forbes" are provided. "U.S. News and World Report" occasionally publishes a section on the economy that is a virtual textbook outline. Television programs on finance offer transcripts for small sums, and they can be copied for classroom use. The text should be built around the students' own objectives. Students should organize resources collected into coherent segments, read and judge sources carefully to see that all points of view are represented, and develop study guides and learning activities. (RM)

ED 260 091 TM 850 406

Holman, E. Riley; And Others

Additional Scoring Possibilities for the Torrance Tests of Creative Thinking (Pilot Study).

PUB DATE- Feb 83
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (6th, Baltimore, MD, February 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; Check Lists; Correlation; *Creativity; *Creativity Tests; Intermediate Grades; Rating Scales; *Response Style (Tests); *Risk; *Scoring; Student Evaluation; Talent Identification; Test Validity
IDENTIFIERS- *Risk Taking Behavior; Torrance Tests of Creative Thinking

The correlation between risk taking behavior and test results on the Torrance Tests of Creative Thinking (TTCT) was examined in a group of 47 fourth and fifth grade students identified for a gifted and talented program. The risk-taking check list (DEEP) was developed by the Downington, Pennsylvania Area School District, and includes four creativity rating scales. Students' risk taking behavior was rated by classroom teachers. The other measure of creativity was based on the degree of discrepancy from expected item answering order on the TTCT, Figure A, Activity II, Product Completion. Discrepancy indicated an original or creative response to the test item. The comparison of the DEEP check list scores with the TTCT originality scores yielded a significant positive correlation. (GDC)

ED 260 135 UD 024 044

State Education Plan. Technical Reference Document. A State Functional Plan Technical Reference Document Prepared in Accordance with Chapter 226, Hawaii Revised Statutes.

Hawaii State Dept. of Education, Honolulu.

PUB DATE- Oct 82
NOTE- 182p.; For the state functional plan, see UD 024 043.
AVAILABLE FROM- Reprographic Section, Dept. of Education, P.O. Box 2360, Honolulu HI 96804 ($3.65).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Research/Technical (143)
DESCRIPTORS- Conservation (Environment); Educational Finance; *Educational Improvement; Educational Objectives; *Educational Planning; Elementary Secondary Education; Employment Opportunities; Employment Potential; Equal Education; Higher Education; Individual Development; Program Implementation; Resources; Services; Skill Development; *Statewide Planning
IDENTIFIERS- *Hawaii

This document stands primarily as a support for the Hawaii State Education Functional Plan and serves the following general purposes: (1) to present implementing actions for education consonant with the Hawaii State Plan; (2) to provide directions for the Department of Education; and (3) to help improve the quality of public education in Hawaii. Chapter 1 provides background to the document and Chapter 2 details the relationships among the Hawaii State Plan, State Functional Plan Technical Reference Documents, County Plans, and Department of Education Program Plans. The remaining chapters contain information such as goals, supporting rationales, current conditions, proposed approaches, activities, and indicators of accomplishment, for each of the following broad fields: personal skills and knowledge (acquiring basic skills and enhancing personal development); employability and the economy (assisting individuals, especially the disadvantaged, to meet job qualifications, allocating resources to high employment growth areas, and recognizing the major sources of income for Hawaii's economy); social and natural resources (stimulating responsible participation in government, understanding Hawaii's cultural heritage, understanding capacities to accommodate population, conserving natural resources, and conserving energy); educational support services (emphasizing quality educational programs, ensuring the provision of educational services and facilities, assuring public safety and protection of life and property, and providing equal employment opportunities). (RDN)

ED 260 162 UD 024 377

Institutional Facilities Program. E.C.I.A. Chapter 1, Part B, 1982-83.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- May 84
NOTE- 31p.; For related document, see UD 023 900.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Career Education; Child Neglect; *Daily Living Skills; Delinquency; Elementary Secondary Education; *Institutionalized Persons; Program Effectiveness; Remedial Instruction; *Residential Programs; *Special Education
IDENTIFIERS- *Institutionalized Facilities Program NY

The Institutionalized Facilities Program, sponsored by the Division of Special Education of the New York City Public Schools, provides after-school or daily pull-out instruction in pre-vocational education, career education, and daily living skills to students residing in institutions for neglected or delinquent children and youth. In 1982-83, the program reached 3,769 students. Analyses indicated that there was a strong relationship between program attendance and student mastery of career education skills and a moderate relationship between attendance and mastery of daily living skills. These relationships were stronger than those observed in previous program cycles. The program continued to implement recommendations from previous cycles for early preplanning. In addition, in response to the evaluation of the 1981-82 program, assessment of student progress was linked to ongoing instructional planning, which was expanded to include activities of daily living skills as well as career education. It is recommended that preplanning again be initiated as early as possible and that the program continue efforts to provide instruction at the appropriate level for all participants, including the highest functioning students. (Author/KH)

ED 259 897 SE 045 863

Peterson, Wayne, Ed.
Guidelines for Grades 9-12 Mathematics Curriculum. Toward Meeting Present and Future Needs.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
REPORT NO.- IPS-624-85
PUB DATE- May 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Algebra; Critical Thinking; *Curriculum Development; Curriculum Guides; Functions (Mathematics); *Geometry; High Schools; Mathematics Education; Measurement; *Problem Solving; *Secondary School Mathematics; *Vertical Organization
IDENTIFIERS- *Washington

Three sequences of coursework are detailed in the curriculum development guidelines provided in this document. The 4-year sequence, structured around problem-solving, applications, and the acquisition of theory, is designed for the college-bound student who plans to enter a mathematics-based field of study. The 3-year sequence is designed for students whose present plans are not directed toward entrance into a mathematics-based college program. Although this program is not as mathematically rigorous as the 4-year sequence, students who complete the coursework in the sequence will be prepared (should their plans change) to enter college-level precalculus. The 2-year sequence is designed for students whose present progress in mathematics, achievement level, and aspirations preclude the potential for success if enrolled in either of the other sequences. This sequence provides for meeting the minimal state graduation requirements in mathematics. For each of the sequences, the guidelines indicate the suggested years in which topics should be introduced, developed, and mastered. Major topic areas for the three sequences are: critical thinking and problem-solving; measurement; geometry; number properties, theory, and computation; algebra; and functions. Introductory comments, statement of philosophy, and recommendations upon which the document rests are also provided. (JN)

ED 259 941 SE 045 914

Blosser, Patricia E.
Attitude Research in Science Education. Information Bulletin. No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 9p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Attitude Change; *Attitude Measures; *Attitudes; Elementary Secondary Education; Higher Education; Literature Reviews; *Research Methodology; Research Needs; *Science Education; *Scientific Attitudes; Student Attitudes; Teacher Attitudes
IDENTIFIERS- ERIC Digests; *Science Education Research

This information bulletin provides an overview of some of the documents that were identified as a result of limited searches of the literature related to science education attitude research and highlights some of the problems and concerns involved in this research. Major areas considered include: (1) problems of defining scientific attitudes; (2) attitudes toward science; (3) attitude measurement techniques; (4) methodological issues; (5) Hugh Munby's investigation of attitude measurements ("An Investigation into the Measurement of Attitudes in Science Education"); (6) recommendations for improving attitude research; and (7) implications. A list of references cited (with ED numbers for documents in "Resources in Education") and related references is included. (JN)

ED 260 043 SP 026 292

Nutrition Surveillance. Annual Summary 1982.

Centers for Disease Control (DHHS/PHS), Atlanta, GA.

REPORT NO.- HHS-CDC-85-8295

PUB DATE- Aug 84

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Birth Weight; *Children; Low Income Groups; Minority Groups; National Surveys; *Nutrition; Pediatrics; *Perinatal Influences; *Pregnancy; *Prenatal Influences; Public Health

This report summarizes information, including selected indices of nutritional status, as reported from 28 states and the District of Columbia to the Nutritional Status Surveillance System. This system has two components, one addressing nutritional status among high-risk pediatric populations, and the other addressing nutritional status among pregnant women from generally low-income, high-risk groups. Data came from a variety of sources including health department clinics and other health and nutrition programs. Statistics are presented on both pediatric surveillance results and pregnancy nutrition surveillance. The history of the surveillance system is traced and its methods and procedures are explained. A description is provided of the surveillance population, survey quality control, and interpretation of trends. (JD)

ED 260 121 TM 850 447

Moon, Yong Lin

A Review of Cross Cultural Studies on Moral Judgment Development Using the Defining Issues Test.

PUB DATE- 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Small print in tables.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; *Cultural Differences; Evaluation Criteria; Literature Reviews; *Moral Development; Moral Values; Psychological Studies; Religious Differences; Rural Urban Differences; Sex Differences; *Test Validity; Trend Analysis; Value Judgment
IDENTIFIERS- *Defining Issues Test

This paper reviews 20 cross-cultural studies conducted with the Defining Issues Test (DIT). All or part of the samples in the studies were non-Americans who had not been a part of the populations presented in the DIT manual. The studies were aimed at the comparison of moral reasoning structure and development across cultures. Several aspects of the findings were reviewed: (1) the psychometric properties of cultural versions of the DIT; (2) effects of the examinee's ethnic background; (3) age and education trends; (4) sex differences; (5) correlations with other psychological tests; (6) religious differences; (7) urban-rural milieu; (8) delinquent behavior; and (9) familial and social factors. The studies reviewed in this report satisfy the evaluation criterion of the generalizability of psychological theories developed in one culture to another culture. The DIT seems to have cross-cultural validity in detecting moral reasoning structure and its development in cultures outside the United States. The validation and explanation roles of the DIT in cross-cultural studies should be pursued together. (DWH)

ED 259 912 SE 045 883

Churchman, David

The Educational Impact of Zoos and Museums: A Review of the Literature.

PUB DATE- Aug 85
NOTE- 28p.; Paper presented at a Meeting of the American Psychological Association (Los Angeles, CA, August, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Improvement; *Educational Research; Exhibits; Literature Reviews; *Museums; Naturalistic Observation; *Nonformal Education; Participation; *Research Methodology; Social Behavior
IDENTIFIERS- *Aquariums; Environmental Education Research

Education is identified as one of the major goals of zoos. Research studies of the educational goals of different audiences associated with zoos and aquaria are reviewed in this report. These audiences include: (1) the zoo staff; (2) volunteers or docents; (3) general community members in formal programs; (4) students (elementary through graduate school); and (5) recreational visitors. The report also discusses the educational components of, and factors affecting, education in zoos, emphasizes the need for visitor research, explains approaches for conducting research on human behavior learning in the zoo/museum/aquarium environment, and reviews problems associated with the commonly employed methodologies of experimental design studies and survey research. It is pointed out that much of the literature that exists is descriptive, appearing almost exclusively in journals and conference proceedings associated with zoos and museums rather than in those of major disciplines such as psychology or sociology. Research studies often involve small numbers, instruments of unknown reliability and validity, and data that cannot be generalized confidently. The more extensive use of naturalistic or nonreactive research measures is recommended. (ML)

ED 259 926 SE 045 897

Corbett, Robert J.; Miller, Barbara
Heat Recovery Ventilation for Housing: Air-to-Air Heat Exchangers.
National Center for Appropriate Technology, Butte, Mont.
SPONS. AGENCY- Department of Energy, Washington, DC. Appropriate Technology Program.
REPORT NO.- DOE/CE/15095-9
PUB DATE- Mar 84
NOTE- 38p.
CONTRACT- DE-AC01-82CE15095
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - General (140)
DESCRIPTORS- *Air Flow; Energy; *Energy Conservation; Engineering Technology; Federal Aid; Fuel Consumption; *Heat Recovery; Power Technology; *Recycling; Technological Advancement; *Technology; *Ventilation
IDENTIFIERS- *Appropriate Technology

The air-to-air heat exchanger (a fan powered ventilation device that recovers heat from stale outgoing air) is explained in this six-part publication. Topic areas addressed are: (1) the nature of air-to-air heat exchangers and how they work; (2) choosing and sizing the system; (3) installation, control, and maintenance of the system; (4) heat exchange controls; (5) cost effectiveness factors; and (6) state of the art assessment of heat recovery technology. Appendices contain a discussion of current ventilation standards and lists of suppliers, suggested readings, and selected Department of Energy Appropriate Technology Small Grants Program awards under these headings: agricultural use of air-to-air heat exchangers, residential applications for air-to-air heat exchangers, residential use of heat recovery, and commerical use of heat recovery. (ML)

ED 259 985 SO 016 699

Fleischer, Mitchell
Routinization of a Community Psychology Program: Passages and Cycles.

PUB DATE- 22 Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association, (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Masters Programs; Program Descriptions; Program Design; Program Evaluation; Program Implementation; *Psychology
IDENTIFIERS- *Community Psychology; Evaluation Research; *Indiana University of Pennsylvania

This case study describes the evolution of a Master's program in community psychology from its inception in 1976 through 1984. Yin's (1978) discussion of the critical events in the routinization of innovations and his emphasis on passages and cycles are used to analyze the development of the Master's program in community psychology at Indiana University of Pennsylvania. The earliest or improvisation stage occurred at a time when the university was growing and community psychology was becoming an increasingly popular field nationally. A new faculty member was hired to lead the program. When this person left and a replacement was hired, the program moved into an expansion phase which was characterized by several crises. These included problems with faculty, student recruitment, and funding for mental health programs. The third or disappearance phase began with the development of a doctoral program in clinical psychology, concern over allocation of resources between undergraduate and graduate programs, and a move toward providing more marketable skills to the private sector as well as to public agencies. Thus while the program continues to exist and develop, it is no longer an innovation. (IS)

ED 260 027 SP 026 154

Gifford, Bernard R.
A Modest Proposal: Increasing the Supply of Minority Teachers.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Individualized Programs; *Minimum Competency Testing; *Minority Group Teachers; Preservice Teacher Education; Standardized Tests; Student Financial Aid; Teacher Placement; *Teacher Recruitment
IDENTIFIERS- *California

A comprehensive program is proposed to increase the supply and quality of minority group teachers. The first step of the program is the early identification of minority and low-income students who have a commitment to teaching. As early as high school, students expressing an interest in teaching as a career would be selected to participate in a special university, pre-professional teacher preparation program. Subsequent intensive university and post-graduate training for selected students would be financially supported by scholarships and internships. The third recommendation addresses the need for programs and rewards for outstanding teachers once they are in the classroom. This would help ensure the retention of effective teachers. (JD)

ED 260 059 SP 026 388

Pigge, Fred L.
An Analysis of the Responses of the 62 First Year Teachers Who Were Interviewed/Observed During Spring Quarter, 1981. Volume 2.
Bowling Green State Univ., Ohio. Coll. of Education.
PUB DATE- 81
NOTE- 65p.; For Volume 1, see SP 026 387.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Graduate Surveys; Higher Education; *Preservice Teacher Education; *Program Attitudes; Program Effectiveness; *Program Evaluation; *Teacher Attitudes
IDENTIFIERS- *Bowling Green State University OH

This volume presents a summary of the responses of 62 first-year teachers to a seven-page instrument entitled, "An Appraisal of My Preparation as a Teacher at Bowling Green State University." A copy of the instrument is presented. Selected narrative summary comments are made, and following these comments are summary tabular data related to each question or item on the instrument. The questionnaire sought opinions on: (1) placement, experience, and intentions for further academic study; (2) perceived need for and proficiency in selected competencies; (3) where were the competencies developed; (4) miscellaneous items dealing with majors, group, and professional requirements; (5) off campus field experiences; (6) academic and career advising; (7) availability and use of instructional materials; and (8) general reactions and attitudes toward teaching and training received at Bowling Green State University. (JD)

ED 260 076 SP 026 501

Raywid, Mary Anne; And Others
Pride and Promise. Schools of Excellence for All the People.
American Educational Studies Association.
REPORT NO.- ISBN-0-9613981-0-8
PUB DATE- 84
NOTE- 59p.
AVAILABLE FROM- Pride and Promise, AESA, P.O. Box 598, Westbury, NY 11590 ($4.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Attitudes; *Educational Improvement; High Schools; Preservice Teacher Education; *School Responsibility; Secondary Education; *Teacher Effectiveness
IDENTIFIERS- *Excellence in Education

The papers in this monograph attempt to identify some basic characteristics and conditions of educational excellence. Under consideration are: (1) traditional beliefs that underlie the structure of the schools, and what Americans expect the public schools' responsibilities should be; (2) the purpose and social role of the schools; (3) educational objectives and the environment for excellence in the schools; (4) the kinds and modes of learning that must be promoted if the public schools are to enhance students' intellectual development and achievement; and (5) educating teachers for excellence. The concluding note states that excellence in education will require persistent attention, high tolerance for diversity and ambiguity, and a regular diet of intelligence and creativity. (JD)

ED 260 106 TM 850 428

Hubert, John A.; And Others

The Unit of Analysis in the Study of the Relationship of Teacher Stress to School Variables.

PUB DATE- Oct 83
NOTE- 40p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 26-28, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Educational Research; Factor Analysis; High Schools; Job Satisfaction; *Organizational Climate; Predictor Variables; Rating Scales; *Research Design; *Research Problems; Sampling; Secondary Education; *Secondary School Teachers; Statistical Analysis; *Stress Variables; Teacher Administrator Relationship; *Teacher Burnout
IDENTIFIERS- Aggregation (Data); Ecological Validity; Maslach Burnout Inventory; Porter Need Satisfaction Questionnaire; *Unit of Analysis Problems

Approaches to studying the relationships between stress and school organizational sources of stress were examined. Rather than sampling a number of schools and school average data indicating school health and stress levels in these schools, simple teacher samples and teacher-level analyses were used. For a sample of 1300 high school teachers in Connecticut, the correlation values obtained using teacher scores on measures of burnout, need satisfaction, and school characteristics were compared with the values obtained from school mean data on the same variables from the same data set. The results indicated that the methodology did matter, and that correlation values obtained directly from teacher scores were not indicative of the role of school organizations in teacher stress. Although the evidence supported the presence of organizational sources of teachers' distress, it is suggested that they were not as important as role-related or individual sources of distress. (GDC)

Barriers to Excellence: Our Children at Risk.
National Coalition of Advocates for Students, Boston, MA.
PUB DATE- Jan 85
NOTE- 162p.
AVAILABLE FROM- The National Coalition of Advocates for Students, 76 Summer Street, #350, Boston, MA 02110 ($5.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Curriculum Problems; *Disadvantaged; Early Childhood Education; *Educational Discrimination; *Educational Finance; *Educational Quality; *Educational Resources; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; Minority Group Children; Special Education; Test Bias; Track System (Education); Vocational Education; Working Class

A study is documented which sought to determine changes needed in U.S. schools by examining the problems of young people whose learning is hampered by (1) schools that serve them inadequately; (2) educators' expectations that they will not succeed; (3) denial of access to special needs programs; (4) fiscal policies that limit educational services; and (5) inattention to the difficult school-to-work transition. Chapter 1, "Discrimination and Differential Treatment: The Risk to Children," addresses social discrimination of all types as well as special education access issues. Chapter 2, "Barriers to Excellence for All Children," discusses inflexibility of school structure, abuses of tracking and ability grouping, misuses of testing, narrowness of curriculum and teaching practices, limits of vocational education, lack of support services for youth, lack of early childhood programs, and lack of democratic governance. Chapter 3, "The Societal Context: A Declining Base of Support for Schools, Children, and Families," addresses the lack of financial resources for schools and the inequitable distribution of existing resources, as well as limitations of the current job market. Chapter 4, entitled "What Do I Do on Monday? Action Steps towards Excellence," leads up to the provision of 14 concluding recommendations. Appendices provide (1) a list of the members of the National Board of Inquiry which conducted the study, (2) information about public hearings that provided data for the report, and (3) a list of groups and individuals belonging to the National Coalition of Advocates for Students. (RDN)

ED 260 013 SO 016 742

Schafer, Susan P.
How to Plan a Bias-Free Graduation Ceremony. Guidelines for Planners of Graduations, Continuations and Other School Ceremonies.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 85
NOTE- 10p.; Pamphlet developed under a contract funded by Title IV, Section 403, of the Civil Rights Act of 1964.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Commencement Ceremonies; Educational Environment; Elementary Secondary Education; Equal Facilities; *Ethnic Bias; Handicap Discrimination; Hearing Impairments; Physical Disabilities; *Racial Bias; *Religious Discrimination; *Sex Fairness
IDENTIFIERS- *Ceremonies

In this four-page pamphlet suggestions are provided for conducting school ceremonies which are free of race, ethnic, sex, religious, or handicap bias. Race, ethnic, and sex fairness are addressed in the topics of choosing robe colors, line formation, seating order, listing of participant , choosing speakers, distributing diplomas, and choosing music selections. Issues related to potential handicap bias are considered under the headings of barrier free access and signing. Separate sections of the document contain answers to frequently asked questions regarding the graduation guidelines and choice of bias-free language. (LP)

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